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ABSTRACT

Designed for second and third grade, this curriculum guide focuses on the social nature of man and the need of human beings for each other. By examining urban, suburban, and rural neighborhoods, a variety of social types and life-styles are presented. Each of the three neighborhood sections consists of 14 stories expressing different concepts and values which combine to form a complete social studies program. The 14 concepts presented in these story units include friendship, pride, responsibility for one's own safety, changing family needs, family mobility, volunteer work, job responsibility, neighborhood pride, job eligibility, cooperation, acceptance, decision making, establishing realistic individual goals, and individuality. Each unit contains a picture related to the story, main concepts, purpose of the lesson, materials needed, vocabulary, text, discussion questions, and follow-up activities. (Author/DE)

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PEOPLE WHO NEED PEOPLE

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A visit to Suburban, Urban, and Rural Neighborhoods.

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Additional copies of the teacher and student charts may be ordered at nominal cost by contacting

DONALD M. FRIEDMAN

at the address on the back cover.

PHILOSOPHY OF THE PROGRAM

The social nature of man, the need of human beings for one another, has been taken as the fundamental assumption and focus of the philosophical structure of PEOPLE WHO NEED PEOPLE. Starting at this central point, the units radiate out toward varied issues, in each case presenting a humanistic view of the self-awareness or others-awareness aspects of a narrated event.

A number of human aspects may be seen in any one story; although one aspect of awareness has been made explicit in each unit, other thematic aspects of the story will present themselves to the perceptive teacher and very often to the perceptive child. The underlying humanism of the program may at any point generate insights into the value of man, into the importance of constructive as opposed to destructive behavior, into the beauty of growth, fulfillment, and self-actualization, or into other principles honored in our tradition.

The variety of social types and life styles, presented by way of the three neighborhoods, offers the child both familiar and unfamiliar materials to which to respond. Situations and characters typical of his or her own neighborhood provide opportunities for recognition and identification. People and events in other neighborhoods provide opportunities for familiarization and understanding. Themes common to the three neighborhood parts of the program will help the child gain insight into the truth that although social circumstances vary, the human element remains the same.

Socio-economic concepts are presented in terms of neighborhood people and their relationships. Social mobility, for instance, is implied in stories of families moving from one residence or community to another. These concepts stress aspects of cooperation and mutuality, re-inforcing the child's recognition of the social nature of most human events.

First steps in career education are undertaken in these stories. In the adult characters, the student finds portrayals of many different jobs. Adult characters avoid work-related prejudices, especially sexist stereotypes. Youthful characters, in their responses to jobs held by adults or to work undertaken, carry forward the theme of self-awareness in regard to aspirations, abilities, and limitations. The others-awareness theme stresses the give and take, the exchange of goods and services, and the fulfillment through cooperation which demonstrate that people need people.

Introducing . . .

PEOPLE WHO NEED PEOPLE

. . . a social studies program of stories with picture charts for second or third grade children.

PEOPLE WHO NEED PEOPLE presents stories to be read to and discussed with children in second or third grade. The stories center on youngsters and adults who might be found in any one of three kinds of neighborhood: suburban, urban, and rural. Each neighborhood, with its story characters, is illustrated in a wall-size chart and in student copies of the chart reduced to desk size. An appropriate segment of the picture chart introduces each unit in the teacher's loose-leaf book.

Each of the three parts of the program consists of fourteen stories expressing fourteen themes. Offering concepts and values implied in simple episodes taking place in the three types of neighborhood, the forty-two units of the series constitute a social studies program.

PROGRAM MATERIALS:

a. A teacher's loose-leaf book divided into three parts--suburban, urban, and rural neighborhoods. Each part contains 14 story units. Each unit provides a concept, purpose of lesson, materials needed, vocabulary, story, questions, and activities.

b. Three wall charts that provide visualization of the three neighborhoods. Each presents a 22" x 29" drawing of a neighborhood, and each scene in the drawing illustrates a story.

c. Individual desk-size chart (30 copies) which gives the child a version of each of the three wall charts reduced to 17" x 22".

HOW TO USE THE PROGRAM

The program begins with a general introduction to urban, suburban and rural neighborhoods. All three wall charts can be placed on the wall (these will be found in the pockets of the loose-leaf book).

After rural and urban charts have been put away, the suburban neighborhood is introduced through Mike and Judy, the two story characters who serve as guides through suburbia. The process is repeated, with new guide characters and new stories, through a city neighborhood and a country neighborhood.

Each of the 42 units in the book contains the same components.

a. Picture - Each lesson is illustrated by a picture that relates to the story. This picture is photo-reduced from the large wall chart and the student copies. The teacher may hold up this picture and/or hang it on the wall so that the children can find on their map the story episode that is about to be read. They may draw a box around and/or color the scene.

b. Concept - the main idea of each of the lessons. The 14 concepts are the same for each part--suburban, urban, and rural--but are treated differently in the three geographical contexts. The teacher may see in the story material additional concepts which may be stressed along with the stated concepts.

c. Purpose of lesson - a brief description of the expected outcome of the lesson.

d. Materials needed - list of materials used in the lesson.

e. Vocabulary - key words and unfamiliar words listed for preliminary discussion. Additional words may by selected.

f. Story - Each story is narrated in dialogue form. The dialogue takes place between a fictional boy and girl from the neighborhood concerned, the boy and girl serving as guides to their neighborhood. The short story sets the stage for the emergence of a major concept. The story serves as a way of arousing the children's interest in the underlying concept and stimulating them to discuss it.

g. Discussion questions - The discussion is the heart of the lesson. Some questions are provided for the purpose of recall. Most of the questions are designed to provoke discussion. It it through discussion that the enthusiastic teacher can develop a true social studies program generating insights into basic types of community. In addition, the concepts clarified in the discussions are those that we try to develop in our classrooms and in society at large.

h. Follow-up activities - Suggested classroom activities oriented toward the episode and its concepts are described after each story. Additional or alternative activities may be devised by the teacher.

These guidelines provide structure for the program but are intended to be adopted or adapted according to the teacher's perception of student needs and interests.

The enthusiasm, imagination, and creativity of the teacher are free to shape and enliven each of these lessons into an actual experience of 'people needing people'. The give and take between teacher and children during the discussion can become a social experience of intellectual and emotional significance. Using the story to lead into discussion and the activities to reinforce responses to the discussion, the teacher can bring children to open up, to feel free to verbalize. Relating not only to the characters in the story but to one another and the teacher, the youngsters will clarify their ideas, deepen their insights, and formulate values.

The teacher's concern, sensitivity, and perceptiveness in evoking these discussions will be rewarded by the gratification of seeing young people grow in understanding and responsiveness. Often the teacher, too, will learn, the perspicacity of children being sometimes amazing. In this day by day exchange, both teacher and students can discover that while our survival depends on cooperation in meeting physical and economic needs, it is equally true that our human growth, our enlargement as persons, depends on social interaction. We are all people who need people.

INTRODUCING THE CHILDREN TO THE PROGRAM

Prior to reading the following introduction aloud to the children, the terms "urban," "suburban," and "rural" should be defined and discussed. The teacher should also display all three master charts prior to reading the introduction.

Have you ever taken a trip away from your home? If you have, did you go by foot, car, bus, train, or plane? Well, if you have taken trips away from your home, perhaps you've seen the many different ways people live. Yet, even in very different places you find things that are the same. In fact, what really makes traveling great is learning that wherever you go you find out that all places have some things that are the same. The people who live in these places are all alike in many ways too.

Teacher should now point to each chart as he/she discusses each neighborhood.

How can the boy who lives in the city (which is the urban community) feel the same as the girl playing in her backyard in the suburbs? You might also ask yourself about the farmer's son out in the country driving a tractor (this is called a rural community)--how can be have so many of the same feelings and thoughts as the city and suburban children?

It is awfully confusing. Let's stop and think for a minute. As you will learn, there are many things that look different between the suburban, urban, and rural communities. The suburban community is on the outside of the city. Just as you leave the city the buildings become smaller and the land less crowded. There are a lot of one-family homes and backyards to play in. The urban community is the city. Here we will be in the hustle and bustle of the busy city streets. Tall buildings hug the skies and people rush to and fro. Children play in parks because there isn't enough land for backyards. The rural community is the country. Here we might find long stretches of green farms, forests, or mountains. Close your eyes for just a minute, and let's try to see all three. The suburbs with the children playing in their backyards.... The busy city streets with boys and girls playing in the parks.... The country where the children play among the farms, forests, and mountains.... This paints a picture in our minds of the exciting places and people who lie in store for us.

In the months to come we will be meeting people from all three places--the suburban, urban, and rural communities. In each

community we will be meeting "people who need people."

Before we go any further, let's stop and take a look at the word "neighborhood." "Neighborhood" is a long word but I'm sure most of you have heard this word before. The suburban, urban, and rural communities are all neighborhoods. They are different in many ways but are alike in others.

Let's take a careful look at the three master wall charts and see whether we can point out some things that are found in neighborhoods.

Through a discussion of the three neighborhoods, the class will compile a list of characteristics that would pertain to the neighborhoods. Accept all responses. As each neighborhood is studied, have the children check the list for the characteristics appropriate to each neighborhood. Keep a record of which characteristics apply to all three communities. The intent is to show that all communities--suburban, urban, and rural--display four basic characteristics: streets, houses, land, and people.

INTRODUCTION TO THE SUBURBAN NEIGHBORHOOD

This introduction to the suburban neighborhood can be used as the introduction to the urban and suburban neighborhoods by using the appropriate charts and substituting:
Vinny and Maria for the urban neighborhood
Josh and Amy for the rural neighborhood

PURPOSE

The purpose of this lesson is to develop a working definition of what a suburban neighborhood is and to introduce the main characters: Mike and Judy.

MATERIALS NEEDED

Master wall chart for the suburban neighborhood; individual charts of the suburban neighborhood.

Today we are going to begin to take a closer look at our make-believe suburban neighborhood. Refer to master wall chart. Let's go back and take a look at the list we made up when we first spoke about what a neighborhood is. How many things on this list can we find in this neighborhood?

The class will be encouraged to point out the four basic characteristics--streets, houses, land, and people. Through discussion have the class point out further characteristics and identify those which differentiate the suburban community.

Today we are going to meet two new friends who live on the same block. The boy we will meet is Mike and the girl is Judy. Mike and Judy met when they discovered that they lived on the same street. Not only are Mike and Judy friends but they also have a special name for one another. They are "neighbors." People who live near each other are called neighbors and they live together in a "neighborhood."

Mike and Judy have some very important people they want to introduce to us. They are the men and women, boys and girls who live in their neighborhood. These people are Mike and Judy's neighbors. To help you all to get to know Mike and Judy's neighbors, they have brought you each a special gift. (Distribute individual student charts.) These charts will be a great help to us. They will let us see which neighbors Mike and Judy are speaking about.

Over the next few weeks we are going to meet each one of these people who live in Mike and Judy's neighborhood and learn just how very important they are. We are also going to learn about some very special needs they have. Meeting these people and learning about each one of them will help each of us to become a better neighbor too.

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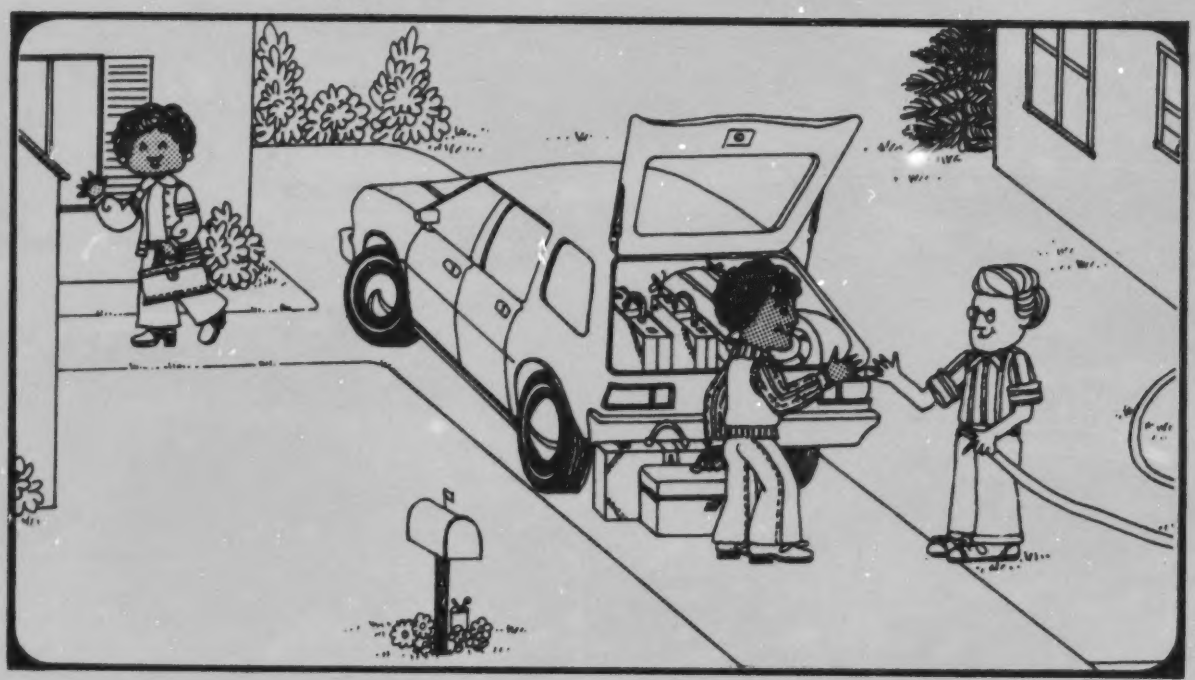


WELCOME HOME

WELCOME HOME

CONCEPT: Friendship

PURPOSE OF LESSON: The purpose of this lesson is to teach the children that a good friendship is one to be valued, respected, and shared.

VOCABULARY: privacy; respect; interfere; thoughtful

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood. The teacher, as the story proceeds, should have the children identify the picture which pertains to each episode.

STORY:

"It was a great camping trip," Mrs. Soper said to Mr. Soper, "but I am looking forward to getting home." As they turned onto their block this bright sunny day, they saw some special people. These people were Bob and Bonnie Elwood, the Soper's friends and neighbors. "One of the nicest parts of our trip," said Mrs. Soper, "was knowing that we would come home to a safe warm home and special friends. It was so thoughtful of Bob and Bonnie to keep an eye on the house for us while we went upstate."

"One of the things that make the Elwoods so special," said Mr. Soper, "is that they are always there to help, but never interfere. It's so nice to be able to live next door to people who have respect for other people's privacy."

With that the Sopers pulled into their driveway and gave the Elwoods a big hello. "Bob, Bonnie," they cried. "It's so good to see you and to be home. You both helped to make our trip the great time it was."

"It's great to have you home," cried the Elwoods as they came closer to the car. "We missed you this past week. When you

unpack, please come in. We have collected all your mail and would love to share all the excitement of your trip."

"Great," replied the Sopers. "We brought back something special to share with you. See you soon."

"Gee Mike," said Judy, "it is so nice not only to be good neighbors but to be special friends too like the Sopers and the Elwoods."

"Yes, Judy, it is," Mike answered; "but I guess it takes a lot of hard work to be good at both."

DISCUSSION QUESTIONS:

1. Where were the Sopers returning from?
2. Who were the "special people" the Sopers spoke about? Why were they so special?
3. How did the Elwoods feel when they saw the Sopers' car pull into the driveway?
4. What do you think the Sopers had for the Elwoods?
5. How did you get to meet one of your friends?
6. Why do you like your friend?
7. Do you spend all of your time with your friend?
8. What can you do to respect a friend's privacy?
9. How do you go about making friends in your neighborhood?
10. What is a friend?
11. What makes a good friend?
12. Do we need friends? Why? (Discuss.)

FOLLOW-UP ACTIVITIES:

1. Make as many words as you can using the letters from the word "friendship."
2. Class poem: "A Friend Is...." Each student writes a line.
3. "The Friendship Tree." Each student writes a school friend's name on a colored leaf made from construction paper and attaches it to a tree on the bulletin board; students add further leaves with names of friends outside of school.

PLEASE DON'T EAT THE DAISIES

5

PLEASE DON'T EAT THE DAISIES

CONCEPT: Pride

PURPOSE OF LESSON: Through discussion the child will get a better understanding of how one should take pride in one's accomplishments and respect the accomplishments of others.

VOCABULARY: pride

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"Hey Judy... isn't that Mrs. Kiley over there?"

"Yes it is Mike. I wonder what seems to be the problem. Oh look, Mike, that dog has just run into her beautiful flower garden. Lets see what's going on."

Meet Mrs. Kiley. Since her husband passed away several years ago she has lived alone. Mrs. Kiley gives to her neighbors in a very special way. She has the loveliest flower garden in the neighborhood. Everyone speaks of Mrs. Kiley's beautiful flowers and she takes great pride in the way they look. She finds that working on her garden not only fills her days with pleasure, but gives her neighbors pleasure too. I'm sure you can see why she is so proud. But what was that noise we spoke of before? Mrs. Kiley quickly turned around and saw a large dog had run through her garden and decided to make her very special flowerbed his playground.

"Oh no," she exclaimed. "Go home, just look what you've done to my beautiful flowers. Shoo, shoo," cried Mrs. Kiley angrily as she chased him. "Don't ever come back!"

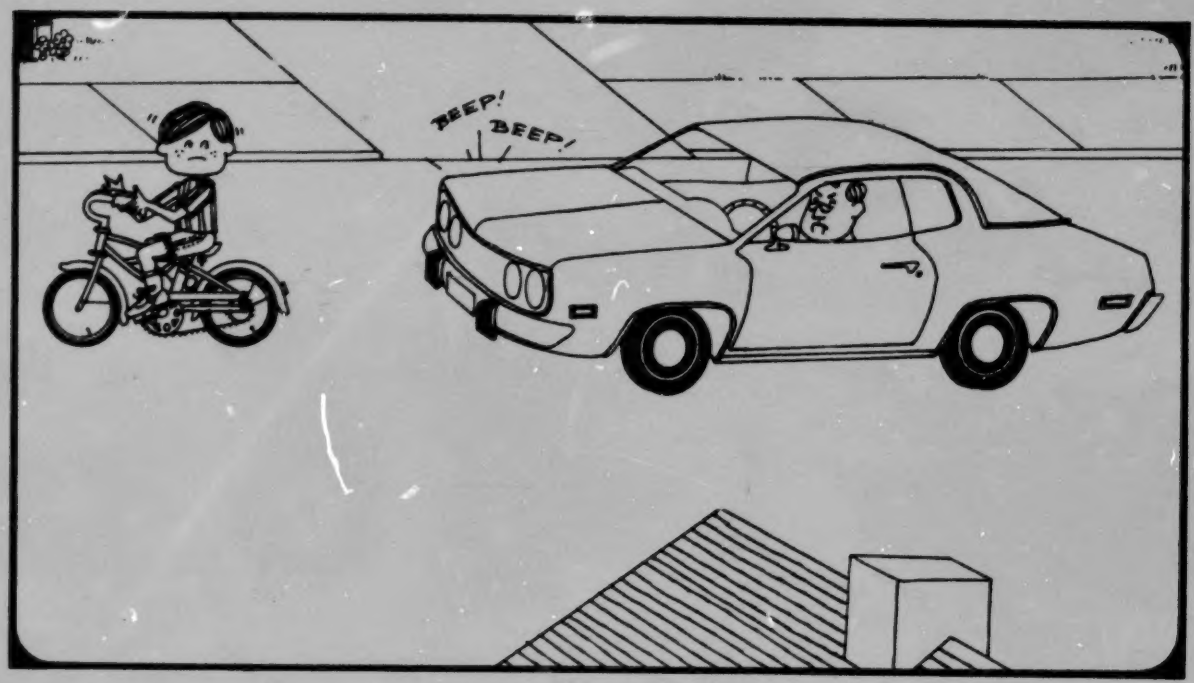
"Well Judy," said Mike. "I'm sure all the boys and girls can see why Mrs. Kiley was so upset."

DISCUSSION QUESTIONS:

1. What was Mrs. Kiley proud of?
2. How did she feel when the dog trampled the flowers?
3. Do you think Mrs. Kiley had good reasons for chasing the dog out of her garden? Why?
4. Do you think that because Mrs. Kiley chased the dog out of her garden that she is mean? Do you know the difference between being angry and being mean?
5. Do you do something or have something in which you take great pride? How would you feel if something or somebody were to ruin this? Why?
6. If you were responsible for taking care of a dog, what are some things you would do to show that you have pride in your neighborhood?
7. What kinds of things do you do that make you feel proud?
8. What are the feelings you have when you are proud?

FOLLOW-UP ACTIVITIES:

1. Students start on-going booklets titled, "My Feelings," in which words are recorded (pride). Students write a few sentences about an experience in which they've been proud. Illustrations may be done for each experience.
2. Class discusses, selects and carries out an activity which would make them proud. This could be classroom project, such as establishing a plant shelf or aquarium, or a school wide project.
3. BURSTING WITH PRIDE: Have each child bring in one thing he or she is proud of and tell why he or she is proud.



UH - OH!

UH - OH!

CONCEPT: Responsibility for One's Own Safety

PURPOSE OF LESSON: This story should help to develop a sense of responsibility in the child for his own safety.

VOCABULARY: responsibility, reflector

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"Oh, there he goes again, Mike. That Jimmy Jones thinks he's Evil Kneveil on a two wheeler."

"He doesn't realize how dangerous riding in the middle of the street is, Judy," said Mike.

"That's true Mike. Let's try to remind him," said Judy.

"Jimmy, Jimmy Jones," called Judy.

"He's so busy being a show-off, Judy, he can't even hear you," replied Mike.

Judy and Mike couldn't get Jimmy's attention because he was so busy talking to himself and thinking about what he would do when he got to Ray's house.

"I wonder what Ray's parents got him for his birthday this year?" Jimmy wondered. "I really hope it was the G.I. Joe." As Jimmy came closer to Ray's house, he thought he should move closer to the curb so Ray's mother wouldn't see his fancy moves in the middle of the street.

After playing with the G.I. Joe at Ray's house for a while Jimmy saw it was beginning to get dark. He knew his bike had reflectors on it but he had to be home before it was dark anyway.

"See you, Ray," Jimmy called. "Thanks for letting me play with your present."

Jimmy jumped on his bike and started for home. He thought, "It is pretty quiet in this street today; I think I can try the no hands, no feet trick. To do it, I better move to the center of the road." He steered to the middle of the street and put his arms out wide.

"Well, here goes," he said to himself.

Just at that moment, Jimmy's dad pulled up behind him. Jimmy knew from the look on his dad's face he was in for trouble.

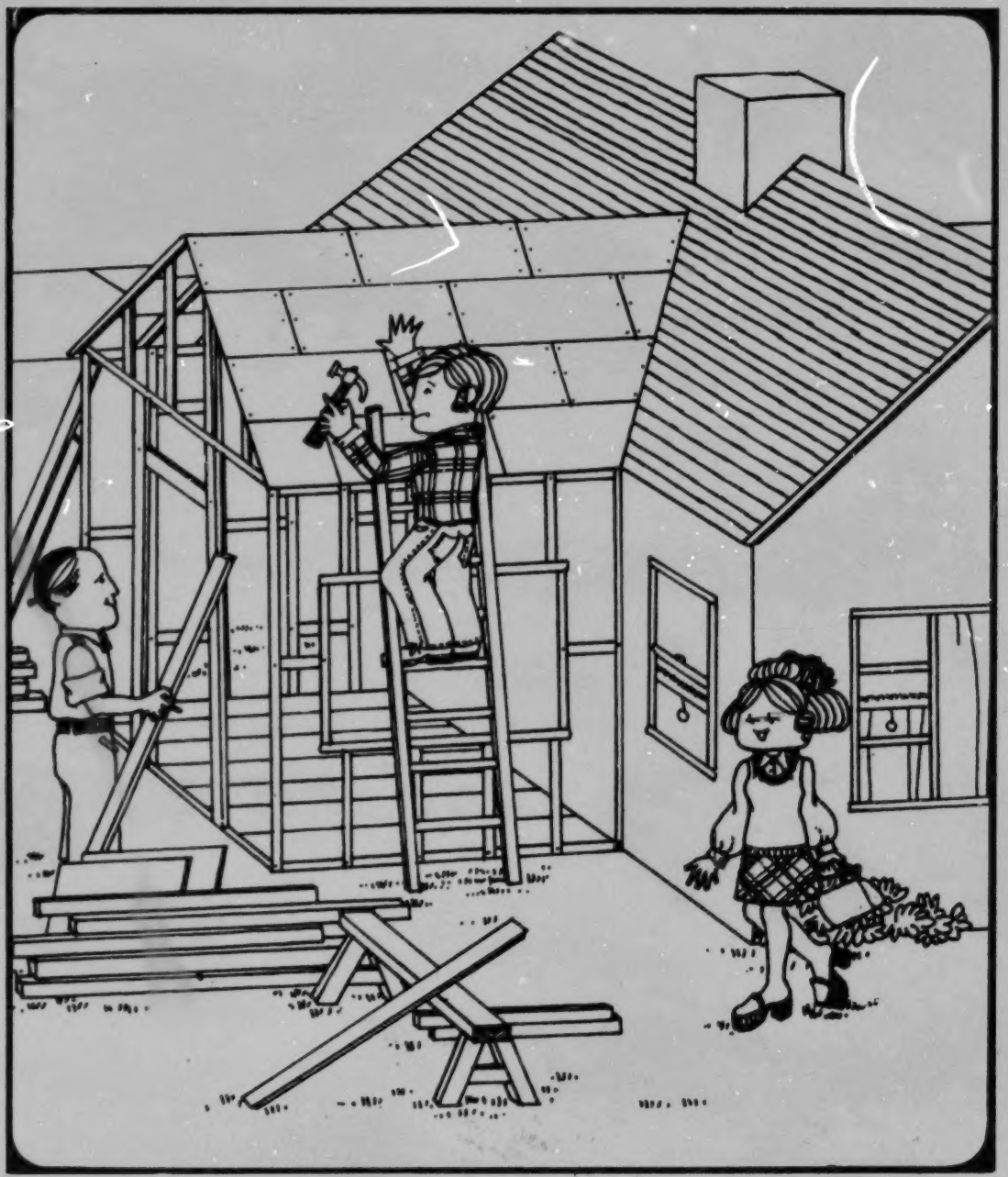
DISCUSSION QUESTIONS:

1. Who did Mike and Judy see riding a bike?
2. What did Mike mean when he said, "he's so busy being a show-off, Judy, he can't even hear you"?
3. Why is it dangerous to ride a bike in the middle of the road?
4. Was Jimmy wise in taking a chance on the way home from Ray's house and riding in the middle of the street? What would you have done?
5. What do you think will happen to Jimmy?
6. Why do you think Jimmy's father is angry?
7. If you were Jimmy's father what would you do?
8. How do you feel when you are punished for something you did wrong?
9. If Jimmy's father punishes him does that mean he does not love him?
10. What do you think would happen if all your friends in your class were never taught right from wrong?
11. When were some times when you have been responsible for your own safety? (List responses.)
12. How do you show you are responsible for your safety at home, at school, on your way to and from school?

FOLLOW-UP ACTIVITIES:

1. Think back on how you show you are responsible for your safety at home, at school, on your way to and from school; draw a safety poster about it.

2. Discuss school pedestrian safety and bike safety. (BOCES III publication, School Pedestrian Safety would be a helpful resource.)
3. Have custodians and crossing guards visit the classroom and discuss various safety measures needed in a school.



I'D RATHER BUILD ON THAN MOVE AWAY

15

I'D RATHER BUILD ON THAN MOVE AWAY

CONCEPT: Changing Family Needs

PURPOSE OF LESSON: Through the story and discussion the child will begin to realize that the needs of a family change and decisions must be made to meet these changes.

VOCABULARY: carpenter, needs (as used in story)

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"Hey Mike, look at the Miller's house."

"What are they doing?"

"It looks like they're building onto their house, Judy. Let's take a closer look."

"Isn't it funny how what we needed one year is no longer the same thing we need the next year," Mr. Miller said to his carpenter Mr. Jones. "When we bought this beautiful house we thought it would always be the right size. But just as so many changes go on each year around us my family's needs are changing too. One change we are really looking forward to is the new baby. Everyone is excited about having a baby in the house."

"Did you ever think about buying a larger home, Mr. Miller?" asked Mr. Jones.

"My wife and I did talk about it but we would be giving up too many things that are special to us."

"What do you mean, Mr. Miller?"

"We live in a wonderful neighborhood and have neighbors who we care about very much. These things are more important to us than a large home."

"I see," said Mr. Jones. "By building onto your house now, you not only will have enough room for your growing family, but

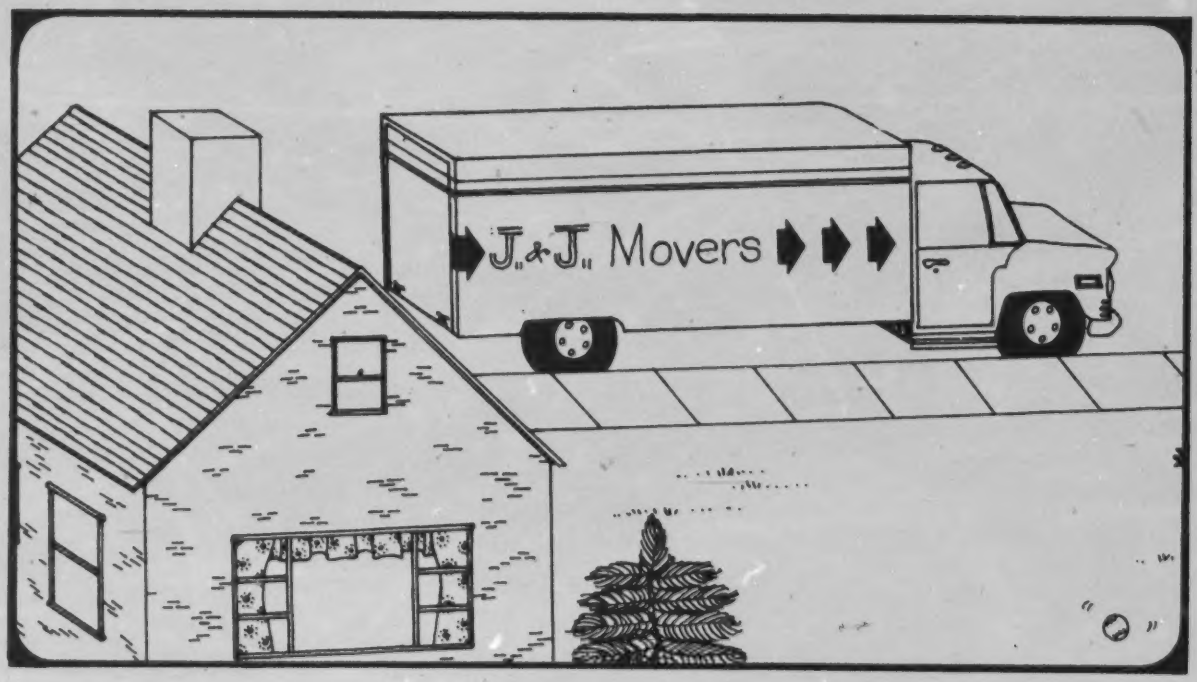
you will be able to stay in this lovely neighborhood too."

DISCUSSION QUESTIONS:

1. What did Mike and Judy see going on at the Miller's house?
2. Why was Mr. Miller adding onto his home?
3. Why didn't the Millers move into a larger house?
4. Can you think of some reasons why people add on to their homes?
5. What needs do all people and families have in common? (Food, clothing, shelter, other people.)
6. Some needs depend on family circumstances. What is one thing your family needs today? Will they need it in another year?

FOLLOW-UP ACTIVITIES:

1. Fold your paper in half. Title one half "Things I Need." Title the other half "Things I Want." (Discuss difference between need and want, listing a few examples.) List five of your needs and five of your wants. Fold paper so only needs are showing. Put a check next to things you needed last week. Put a check next to things you needed last month. Put a check next to things you needed last year. There are probably a couple of your needs without three checks. That's because your needs change.
2. Conduct a "Need Auction." Give each child $1,000 credit. Make a list of various "needs." Happiness, joy, friendship, money, fancy cars, big houses, etc. Put a price on each need and see how the children spend their money.



MOVING DAY

MOVING DAY

CONCEPT: Family Mobility

PURPOSE OF LESSON: Through the story and discussion the child will be made aware of the various reasons for moving. Fears and apprehensions of the unknown will also be dealt with.

VOCABULARY: thrilled

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"Mike, do you see what I see at the Baxter's house?"

"Yes, I do Judy, but I didn't know the Baxter's were moving, did you?"

"No, I didn't Mike. Let's take a walk over and see what we can find out."

As Mike and Judy got closer to the Baxter's house, Lisa Baxter was putting her last two dolls in a big carton. "Hurry up Lisa," called Mrs. Baxter. "The moving men are coming up the walk now."

"Oh no, "Lisa thought to herself. I don't really want to live in a new neighborhood. Even if I see my friends again, it won't be the same as living on the same street with them."

At first, when Lisa's father told her of his plans, she was thrilled about living in a new house, going to a new school and meeting new people, but now it all seemed kind of scary. It wasn't as though Lisa didn't know other friends who had to leave too. "Let's see," she remembered, "there was Donna Adams who moved away when her mother was asked to take a really good job, and then there was also Ted Simon who's family moved to Florida because his mother didn't like the cold winters." But knowing

that other children like herself had moved didn't help Lisa very much.

Just then Lisa saw Mike and Judy coming toward her house. "Will I make new friends like Mike and Judy? Will Mike and Judy become friends with the new children that move into my house?" Many questions filled Lisa's mind.

DISCUSSION QUESTIONS:

1. Why was Lisa unhappy?
2. What things seemed scary to Lisa about making this move?
3. Have you ever felt sad about leaving your friends? Why?
4. Would you like to move to a new home and a new school? Why?
5. Why do you think people leave their neighborhoods and move to new ones?
6. How do you feel when you go into a new class for the first time? Why?
7. What would you do to make someone new to your class and neighborhood feel welcomed? Why?
8. Some people live in mobile homes (trailers). They take their homes with them when they move. How would you like living in a trailer? Would you like to move often?
9. What could Mike and Judy do to help the new family that moves into the Baxter's house?
10. What could our class do to help a new student?

FOLLOW-UP ACTIVITIES:

1. Creative Writing: Students write story, using starting sentence: "If my family moved tomorrow I would feel_____."
2. Mystery House: Students draw mystery houses, and exchange pictures with partners. Partner orally describes family who will be moving into the house.
3. We Are Moving: Split class into three groups. Have each class group develop an imaginary reason for moving. List the steps and problems encountered in moving.

FIRE! FIRE!

FIRE! FIRE!

CONCEPT: Volunteer Work

PURPOSE OF LESSON: Through the story and discussion the children can gain an appreciation for those who give their own time to serve others. People do this because one gets pleasure by doing for others.

VOCABULARY: worthwhile, volunteer, disappointed, service, destroyed, serving

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"Do you hear that siren, Judy?"

"I sure do Mike. You can be sure that Mr. Dale and all the other men in the volunteer fire department will be racing down the street soon, flashing their blue lights."

Just at that time Mr. Dale was racing to his car. "I'm sorry," he yelled to his son Jeff, "we'll have to put our softball game off until later. Right now I'm needed down at the firehouse."

Jeff, with a disappointed look on his face, turned to his mother and asked, "Why does Daddy go to fight fires so often" He doesn't get paid for doing it and he might get hurt." Jeff continued to pour out his feelings. "Besides," he said. "Dad always has to rush off in a hurry when the fire siren blows and we have to stop the fun things that we are doing."

A proud smile came over Mrs. Dale's face as she thought of what a fine service her husband was doing for his neighborhood. "Your father," Mrs. Dale began, "gives up his time with us because he feels that being a volunteer fireman is a very

worthwhile thing to do. Without people like your father, there would be many houses, buildings, and forests destroyed by fires because there would be no one to help put the fires out.

"Oh," was Jeff's only answer.

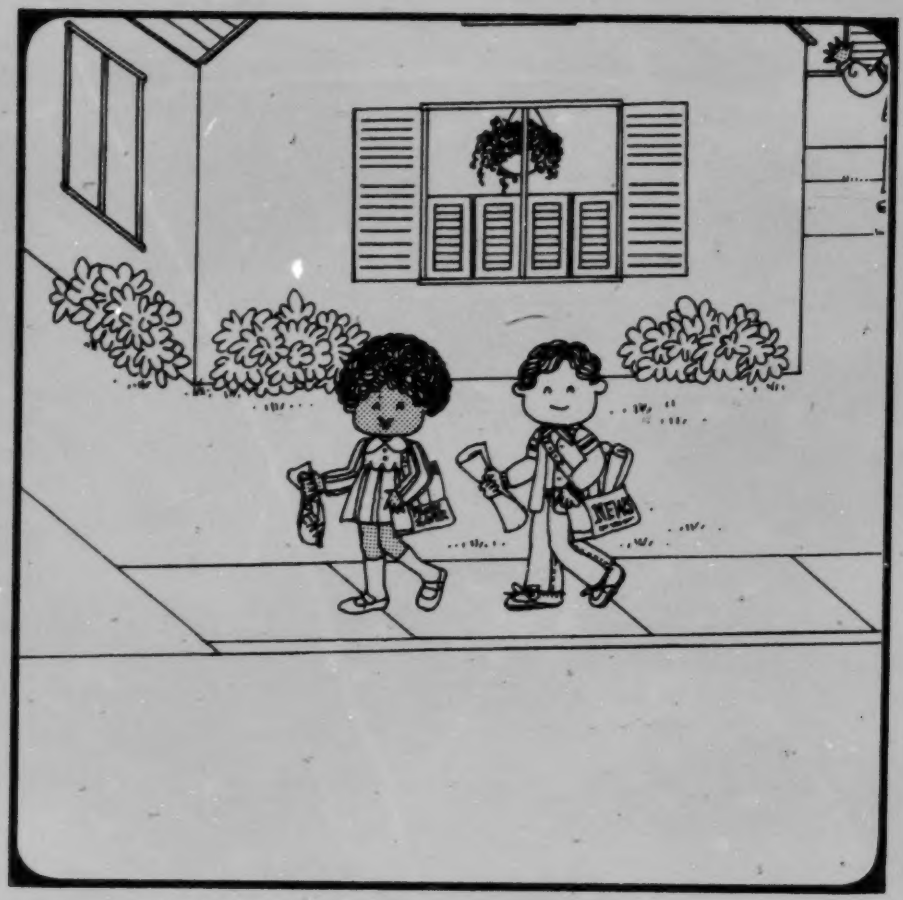
But Mrs. Dale knew by his smile that he understood his father's reasons for serving as a volunteer fireman in his neighborhood.

DISCUSSION QUESTIONS:

1. Why was Mr. Dale racing towards his car?
2. Why was there a disappointed look on Jeff's face?
3. Was it important for Mr. Dale to leave immediately?
4. Did Mr. Dale do the right thing when he put the softball game off?
5. How would you feel if your father or mother performed a volunteer service and had less time to spend with you because of it?
6. Have you ever volunteered to do a job at home or in school? If so, did you feel that it was a worthwhile job to do? Did you do it willingly?
7. If you knew of a job that had to be done, would you volunteer for it right away or wait to be asked to do it? Why?
8. Which job would you volunteer for, and why: being a leader of a group or being a member of that group?
9. Can you think of any other volunteer jobs?

FOLLOW-UP ACTIVITIES:

1. Have the children collect pictures depicting volunteer services. Encourage them to write a simple sentence caption for each.
2. Have a volunteer fireman visit the class so the children can question him and learn about the job and his reason for doing it.



READ ALL ABOUT IT!

READ ALL ABOUT IT!

CONCEPT: Job Responsibility

PURPOSE OF LESSON: Through the story and discussion the child will realize that any job which is being performed should be done to the best of one's ability. The concept of pride is also incorporated in this theme.

VOCABULARY: shrubs, routes, job, delivery, snowdrift

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"There go Sam and Sue with their paper routes, Mike."

"Yes Judy, they really must be proud of themselves. My parents are so pleased with the delivery of their paper."

"Mine are too, Mike. My mother said that before Sue became our newspaper girl she would have to hunt all over the yard for her paper. Sometimes she found it in the shrubs, sometimes in a puddle of water. One winter day my mother found it in a large snowdrift."

"My parents always tell Sam how pleased they are with the job he is doing, Judy. Some boys and girls only deliver papers for the money they make but it means a lot more to Sam and Sue."

"I guess you might say then, Mike, that just as Mrs. Kiley is proud of her flower garden, Sam and Sue are proud of the fine way in which they do their job."

DISCUSSION QUESTIONS:

1. What did Sam and Sue do which made the neighborhood parents happy?
2. How did Sam and Sue feel about doing their job well?

3. Can you think of a job you do well?
4. What do we mean when we say, "a job well done?"
5. What feelings did Mrs. Kiley, Sam, and Sue have that were the same?
6. How do you feel about a girl having a paper route? Explain.
7. Suppose you were given a job to do where no one was going to check up on the results. Would you do the job carefully and completely, taking pride in your work? Or would you do it carelessly and incompletely? Explain.

FOLLOW-UP ACTIVITIES:

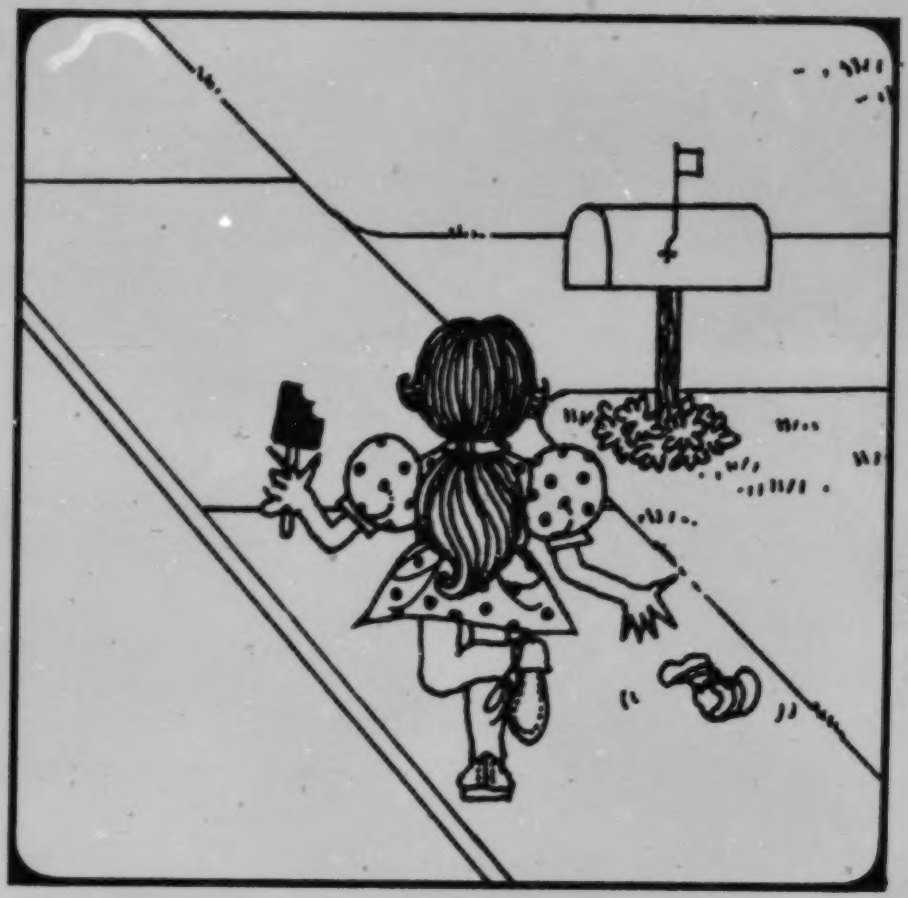
1. Role playing: pantomime various jobs.
2. Students choose two adult neighbors, listing their jobs, using both sides of the strip of paper. Teacher tabulates job survey on blackboard using simple chart:

Neighborhood Job Survey

Job	Number of Neighbors
plumber	11
doctor	111
telephone company	11

Discuss results of chart with students. Other jobs of neighbors may be added. Emphasize importance of jobs and variety of jobs because people need people. "How many different jobs are listed?" "Could we get along without any one of them?" "If we could, are they still necessary to other people?"

3. Locate Sue and Sam on the chart. Look for other people who are doing jobs. See how many jobs the class can find.



LITTER - BUG

LITTER - BUG

CONCEPT: Neighborhood Pride

PURPOSE OF LESSON: This story and discussion should begin to develop a sense of pride in the place where one lives and in those who share one's neighborhood surroundings.

VOCABULARY: litter, curb, notice, politely, crumbled

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"Isn't that Chris McKee, Mike?"

"Yes it is, Judy."

"Hi Chris, hi Mike, hi Judy," Chris called.

"Boy is it hot," Chris thought to herself. "I can't wait to jump into my pool." As Chris walked further down the block she noticed Jack and Nancy Fine buying ice cream from the ice cream man. "Stop, wait!" Chris called. "I'll have a chocolate pop please." Chris paid the ice cream man. "Thank you." she said politely. She ate her pop as she walked home.

Just as Chris bit into the last bite of her pop, she could see her pool waiting for her. In her excitement she dropped the ice cream wrapper and ran into her house. Chris didn't mean to drop the wrapper but there it was... lying crumbled next to the curb.

Mike and Judy looked at the messy wrapper and then at each other. "I can't believe Chris would litter the neighborhood like that," Mike said.

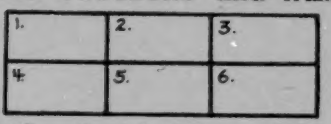
Judy shook her head sadly. "Neither can I."

DISCUSSION QUESTIONS:

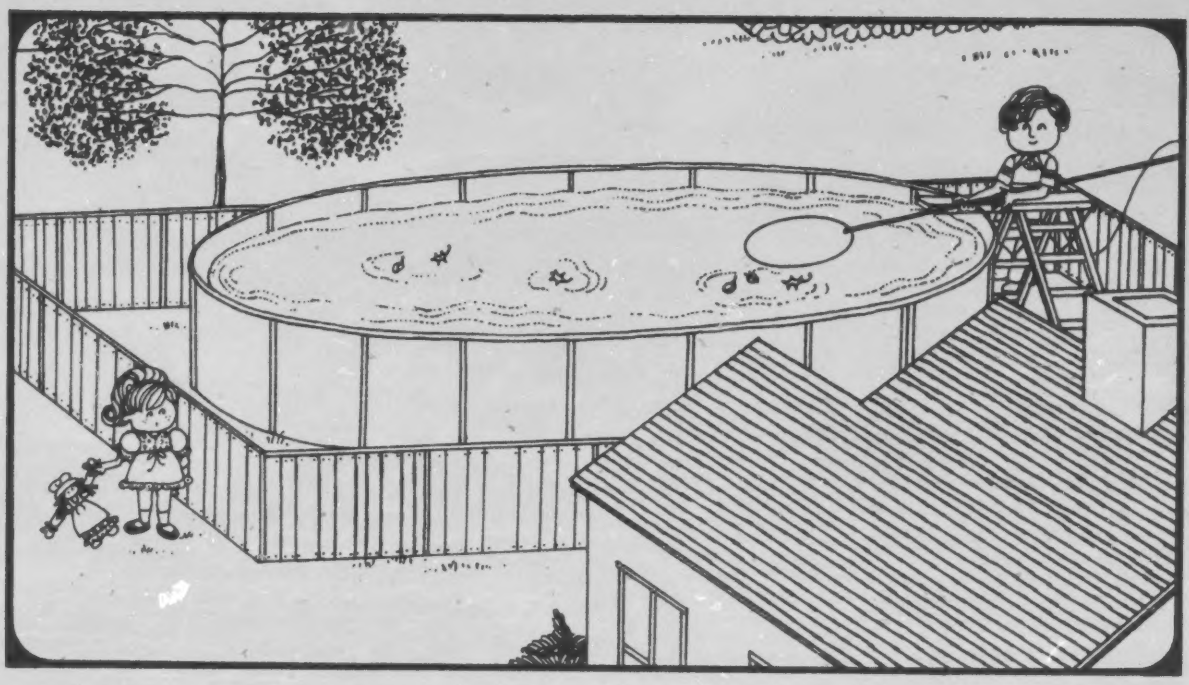
1. What did Chris do that upset Mike and Judy?
2. Did Chris drop the ice cream wrapper on purpose? Discuss
3. How would you feel if someone left litter on your lawn?
4. Have you noticed litter when you are outside or inside buildings?
5. How does picking up litter help your neighborhood?
6. Do you have any suggestions for litter in our classroom?

FOLLOW-UP ACTIVITIES:

1. Role playing by class groups involving neighborhood pride (example: picking up trash, painting a house, lawn mowing).
2. Posters concerning neighborhood pride. Picture with short caption.
3. School or neighborhood observation walk. List kinds of litter.
4. Create a cartoon - Give each child a large piece of drawing paper. Have him divide it into sections and number each section.



Have each child think up a title for his cartoon and then draw sequential pictures in the boxes that tell the story (Mr. Pollution, Larry the Litterbug, etc.).



DON'T FENCE ME OUT!

DON'T FENCE ME OUT!

CONCEPT: Job Eligibility

PURPOSE OF LESSON: Through the story and discussion, children will realize that with each age come various jobs and responsibilities and some jobs cannot be performed until an age requirement is met.

VOCABULARY: scene

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"Did the Feinbergs get a new pool, Mike?" asked Judy.

"I guess so, Judy. Isn't that Dave Feinberg cleaning the pool?"

"It does look like him, Mike." agreed Judy.

Dave Feinberg was 12 years old and his parents felt he was old enough to have the job of cleaning the family pool. A pool is a fun thing to have, but it can also be the scene of a bad accident if you are not careful. Dave's seven year old sister Kara was watching Dave through the fence; she wanted to help her brother.

"Can I help, Dave?" she asked.

"No," her brother said. It was clear from the way he said it that Kara had better get away.

Kara mumbled to herself, "I only get the baby jobs. Anybody can put the bicycles in the garage, but what I really want to do is work on the pool. All I ever hear is, 'When you get a little older you too can have jobs like taking care of the pool.' It's just not fair!"

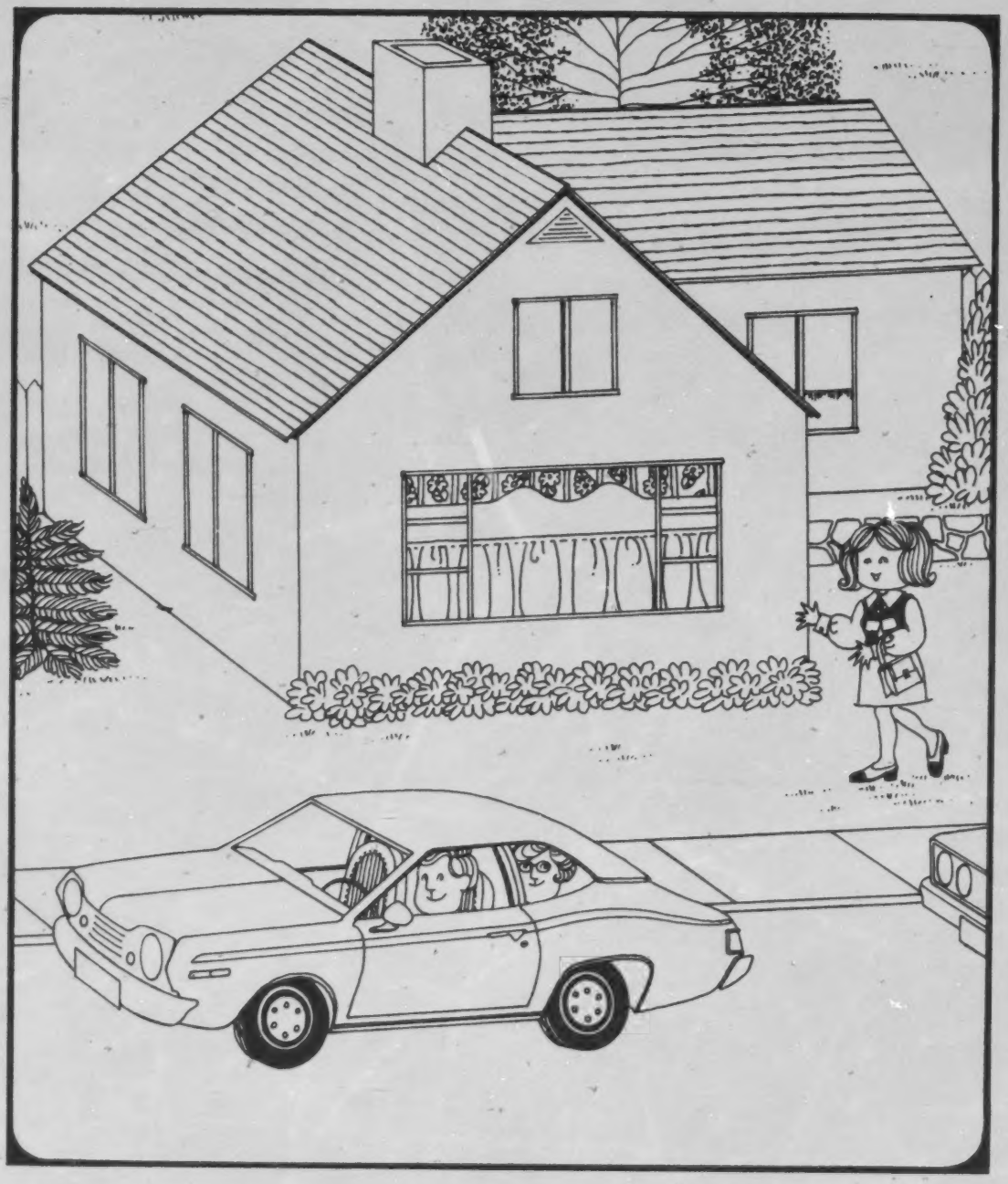
DISCUSSION QUESTIONS:

1. Why do you think Dave was allowed to clean the pool?
2. Why did Kara feel left out?
3. What was Dave's job?
4. Was his job important?
5. What other jobs could Kara do at her age?
6. In the story Kara is too young to do the big jobs around the pool. Can you think of any jobs that you'd like to do but aren't old enough or big enough to do?
7. What could happen if you tried to do a job that was too difficult for you?
8. Do you think it's smart for a person to take on a job that is more than he or she can handle?
9. Do you think that Kara's parents are being mean to Kara by not allowing her inside the pool fence when they are not home? Why are they doing this?
10. If you don't feel that you can do a job well, what would you do? Would you accept the job anyway and do it poorly or explain that the job is too difficult for you and not accept it? Why?

FOLLOW-UP ACTIVITIES:

1. Fold paper in thirds. Title paper "jobs." Title columns "Children's," Teen-ager's," "Adult's." List or draw as many jobs as possible in each column. Discuss. Add to columns.
2. Each student writes two jobs on pieces of paper. Collect in box. Students categorize during free time according to children's, teen-ager's, or adult's jobs.
3. Class meets in groups of three with one map per group. Recorder lists as many jobs as group finds on map. Reporter shares orally. Teacher lists different jobs on board. Students categorize orally those done by children, teen-agers, or adults. Students select those jobs which require special training or education.

4. Stories with pictures, using opening sentence: When I am older I would like to be a _____.
5. In order to have children better understand about jobs, give each child in the class a special job within your classroom community. Switch jobs every two days. Discuss the responsibility and the effectiveness aspects of the jobs.



THE PLEASURE OF THEIR COMPANY

THE PLEASURE OF THEIR COMPANY

CONCEPT: Cooperation

PURPOSE OF LESSON: The purpose of this lesson is to try to show the children that people really do need people and when we share jobs we all benefit.

VOCABULARY: cooperate, car pool, sharing, mention, company (as used in the story)

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"Who is Mr. Jackson waiting for in his car, Judy?"

"I guess you don't know about it Mike, but Mr. Jackson, Mrs. Reilly, Mr. Smith, Mr. Hawkins, and Mrs. Barnes all drive to work together. Each person drives one day a week and that way they not only save money on gas, but they also don't use as much gas as they used to."

"Yes, it is working out beautifully for the people in our neighborhood. There goes Mr. Jackson. He's pulling up to Mrs. Barnes' house now."

"Hi Sheila."

"Hi Stu."

"How are you? All ready to go to work this morning?"

"Well to tell you the truth, Stu, I am really tired this morning. You know sharing the driving with four others has made my day so much easier and much more enjoyable. It has saved me so much money, not to mention how much nicer it is to have company to and from work. It also gives my husband the use of the car during the week."

"Well Judy, it looks like the people in our neighborhood

have a really good car pool going."

"That's right Mike, they all seem very pleased with their new way of getting to and from work."

"You know Mike, the people in our neighborhood really know how to cooperate with each other."

"Cooperate, Judy?"

"You know Mike, helping each other, working together. That way you help yourself too."

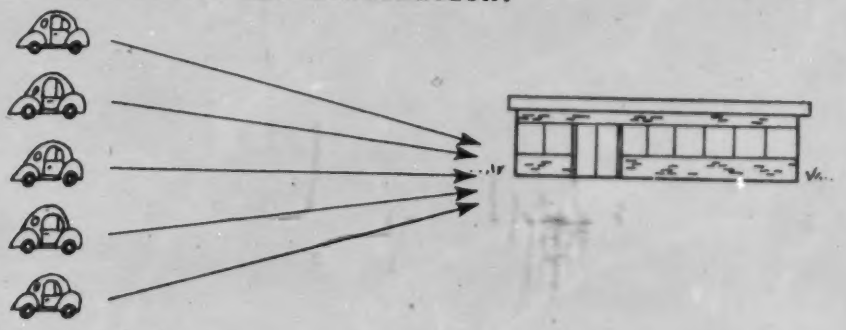
"Gee Judy, what a great way to do things."

DISCUSSION QUESTIONS:

1. Why do you think that the people we read about in the story are car pooling?
2. Why do the men and women take turns driving?
3. Do you think because they are in a car pool they have to leave earlier?
4. What would happen if each person had an errand to do after work?
5. What was saved due to the car pool?
6. Do any of your parents cooperate in a car pool?
7. Can you think of any other ways your neighbors cooperate?

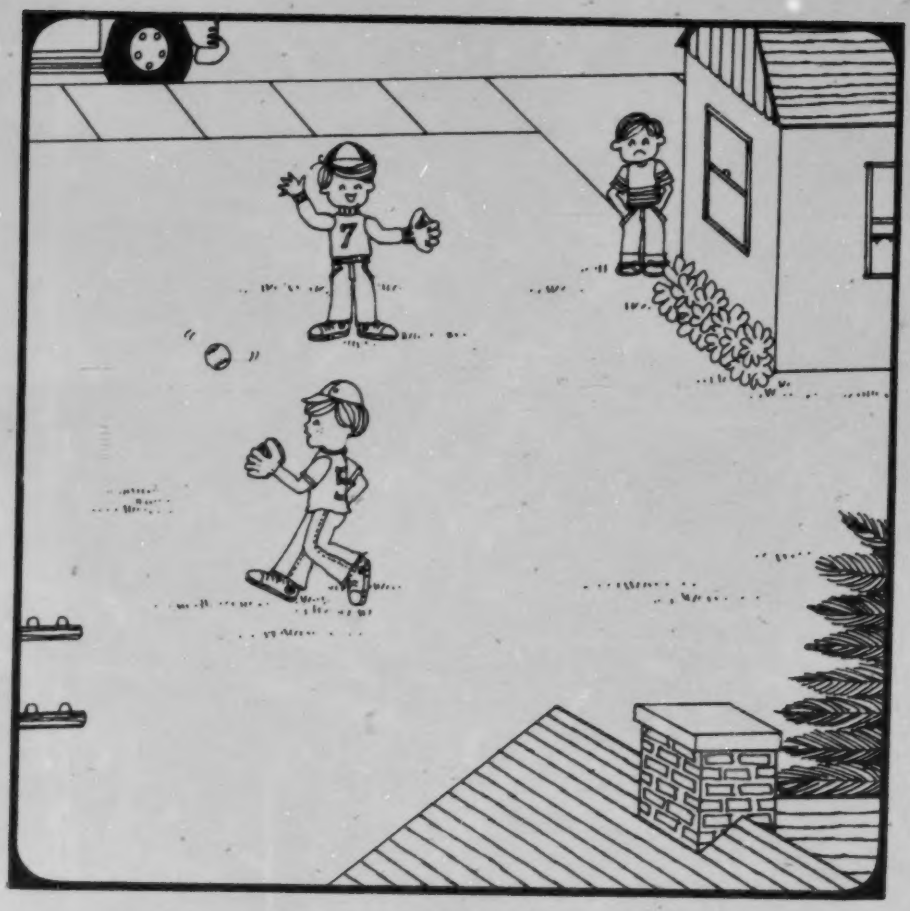
FOLLOW-UP ACTIVITIES:

1. Draw simple diagram on board showing five cars at same point of departure headed for one destination.



Each car should contain one person. Present problem: How could these five people co-operate to save gas? How do you arrange a car pool?

2. Have children cut out pictures of various ways that neighbors cooperate and discuss how by so doing they also conserve natural resources.
3. Divide class into four groups and have children act out, either by pantomime or with words, an act of cooperation.



HOW WOULD THEY FEEL?

HOW WOULD THEY FEEL?

CONCEPT: Acceptance

PURPOSE OF LESSON: The purpose of this lesson is to try to teach the child that it is important to seek out a person's good qualities and that making others feel good will make us feel good about ourselves.

VOCABULARY: softball, field

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"Judy, do you know why Donny Turner looks so unhappy?"

"No I don't, Mike; it looks like he has been playing ball this afternoon. He's dragging his bat and coming from the backyard softball field. Gee, Mike, he certainly does look upset. I wonder what could have happened."

"All right for them," Donny Turner said to himself after he crossed the street. "If they think that they're so much better than I am at softball, then I don't want to play with them."

As he walked he went on thinking. "I never knew Rich and Frank felt that way about me. Whenever I play with either one of them, everything is fine. It seems, though, that when they get together, they forget about me." In disgust, he kicked a pebble.

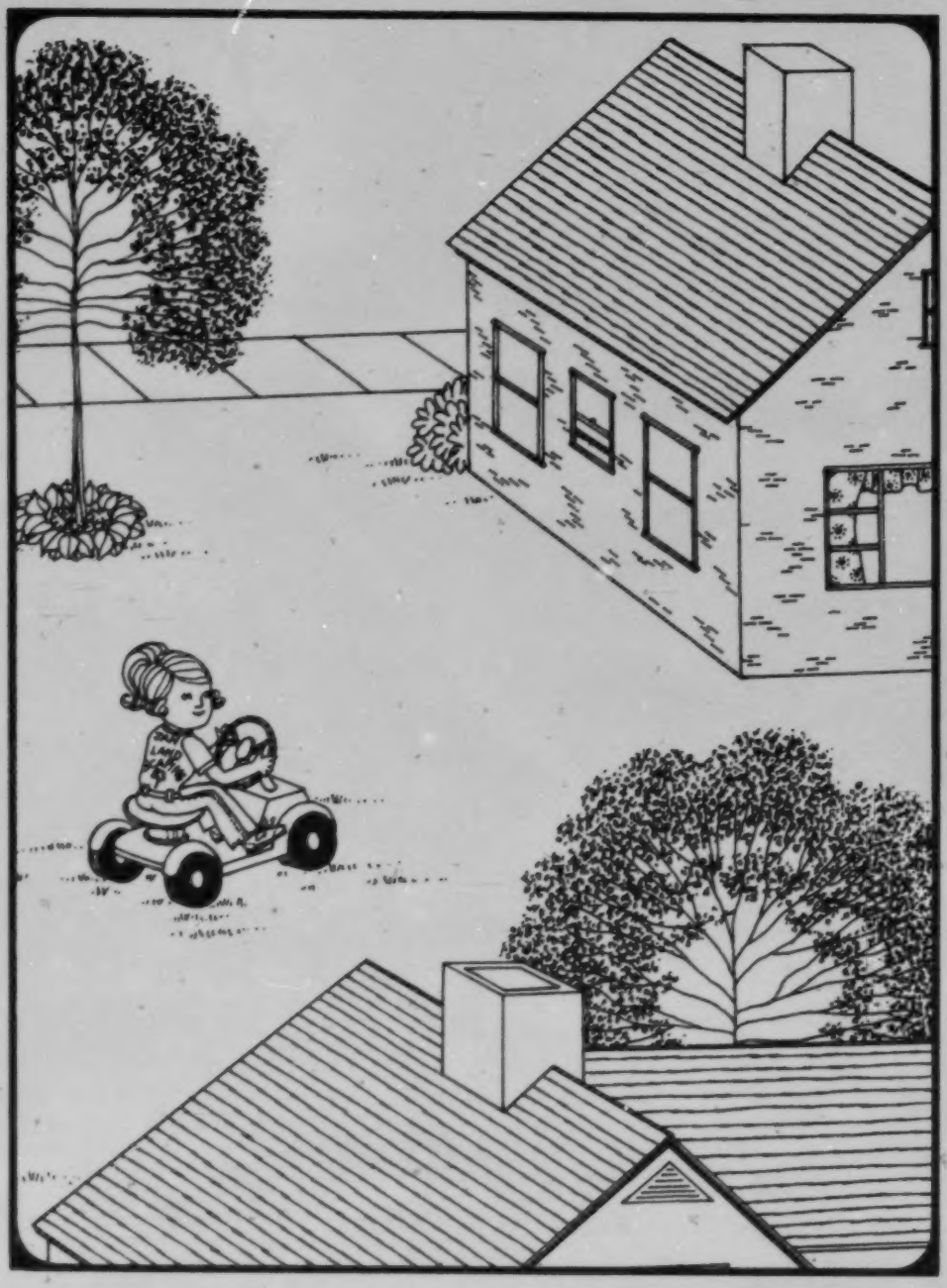
"Well, if that's the case, let them play their old game without me! The next time Rich and Frank want another ball player, they can count me out!"

DISCUSSION QUESTIONS:

1. What happened to Donny Turner that got him so upset?
2. Did the boys act differently towards Donny when they got together in a group? Why and discuss?
3. How would you feel if when your friends were in a group they didn't want you to play with them?
4. What could you do to welcome people into a group?

FOLLOW-UP ACTIVITIES:

1. Class poem titled, "Happiness is Feeling..." Each student contributes one line. Could be class publication on ditto or bulletin board display.
2. The teacher role plays, for a given amount of time, the part of a negative, harsh, non-supportive, etc. student. Then gather the class into a circle and explain what was done and discuss the concept of acceptance and rejection.



THINK FOR YOURSELF

THINK FOR YOURSELF

CONCEPT: Decision Making

PURPOSE OF LESSON: The purpose of this lesson is to try to encourage the child to think not only of himself or herself but also of others when making a decision, for decisions we make have an effect on people beside ourselves. Also, when making decisions think carefully and feel good about what you have decided.

VOCABULARY: decision, secretaries, difficult

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"Look at the Meskill's house, Mike. Do you see what I see?"

"Isn't that Mrs. Bell mowing the lawn, Judy?"

"Yes it is, Mike."

"Gee I never thought ladies did that kind of work. I always thought they were nurses, teacher, and secretaries."

"Well Mike, it wasn't an easy decision for Mrs. Bell. I remember the day Mrs. Bell came over to my Mom's to talk about getting a job. She said she loves gardening and working out of doors and came up with the idea of working for a lawn care company. She said all she would have to do is go home and make the final decision."

"What did you mean when you said make the final decision, Judy?"

"Oh, a decision Mike, is when you make your mind up as to what you are going to do about something."

"Gee Judy, that's difficult. Sometimes you're not sure. What do you do then?"

"Well Mike, I guess you do what Mrs. Bell did. You think about it, talk it over with people close to you and then finally you try to decide."

"You know, Judy, making a decision is something you should really think about."

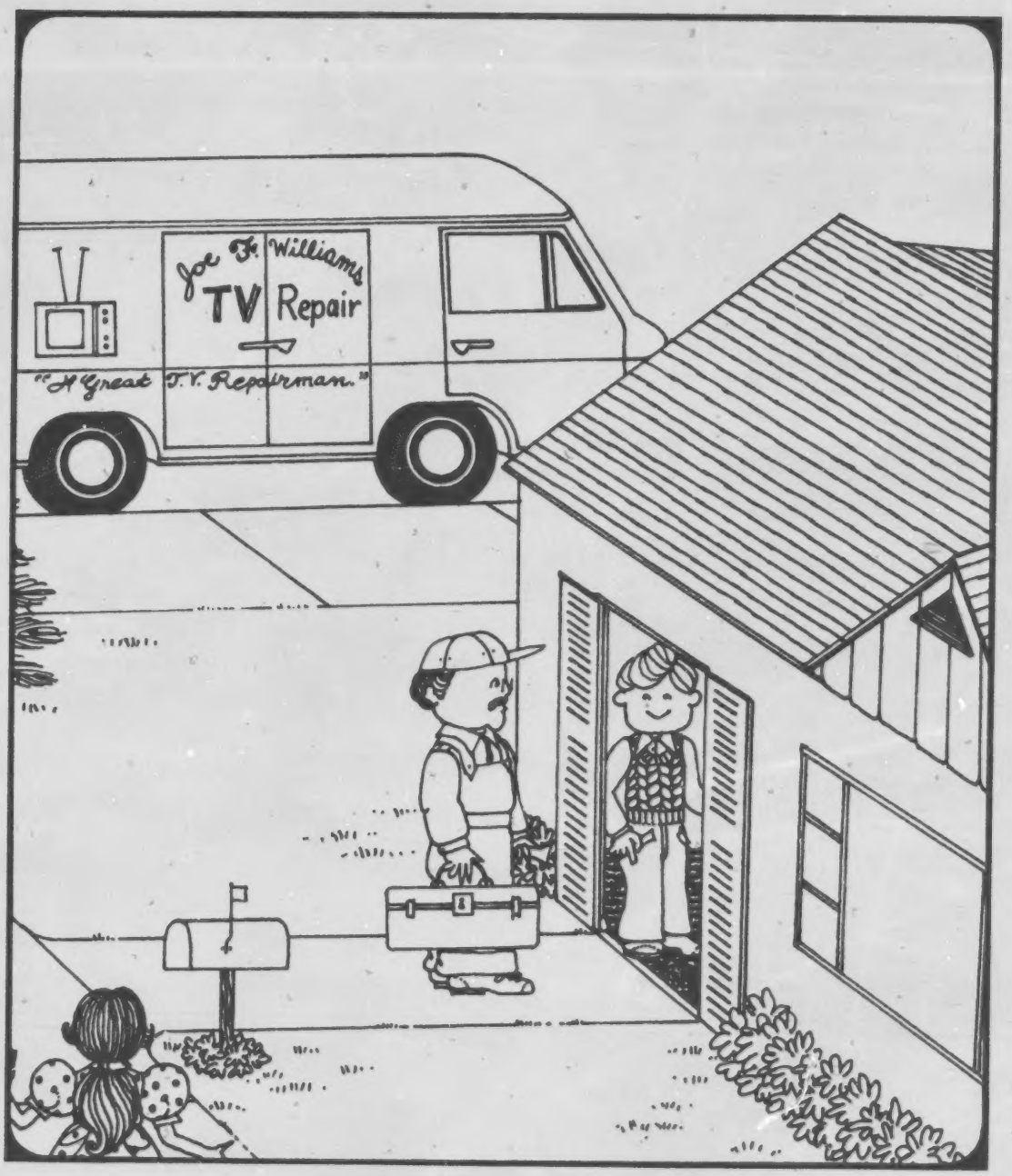
"Sometimes you can make a wrong decision, Mike, but my Mom says that can help us grow. Hopefully we will remember our mistakes and make the right decision next time."

DISCUSSION QUESTIONS:

1. What type of work was Mrs. Bell doing?
2. Why was Mike surprised when he discovered Mrs. Bell was working for a lawn care company?
3. Was Mrs. Bell's decision hard to make? Why?
4. What did Mrs. Bell think carefully about before she made her decision?
5. How would you feel if you were not allowed to do something just because you were a girl or a boy?

FOLLOW-UP ACTIVITIES:

1. Students find as many decision making situations as possible on maps, such as: boys playing ball in yard instead of street, repairman responding to service call, etc.
2. Students form list of possible decisions they make during a day. Place list on ditto. Students tally those decisions they make during a day. Student volunteers to collect and tally total for class.
3. Set up a special day which would force children to make choices concerning offered activities. Offer options ranging from play to work and back again.
4. Set up three unpleasant choices and have children select one based upon the lesser of two "evils."



I LIKE WORKING FOR ME

I LIKE WORKING FOR ME

CONCEPT: Establishing Realistic Individual Goals

PURPOSE OF LESSON: The purpose of this lesson is to try to encourage the child to set goals that are not impossible. Even after failing to achieve a goal, the child should try to feel good about himself or herself for trying, and should set new goals that now may be within his or her reach.

VOCABULARY: repair, electronics, graduated, customers, college, electronics

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"I guess the Brown's T.V. isn't working, Mike."

"Why do you say that, Judy?"

"Take a look down the street. Isn't that Mr. Williams' T.V. repair truck in front of their house?"

"You're right Judy, it is."

"Joe F. Williams, a Great T.V. Repairman," read the sign on the T.V. repair truck parked in front of the Brown's house. Mr. Williams put his tools into his bag and just as he began to walk to the front door he stopped and looked back at his truck.

"Gee it feels great to have my own business," Mr. Williams thought to himself. It was just five years ago when he made the decision to go into the repair business.

Mr. Williams was always good at electronics. He can remember fixing all the radios for his friends and T.V.'s for his friend's parents when he was still in high school. When he

graduated high school, Mr. Williams' parents thought that he knew so much about electronics that he could teach it if he got a college degree.

After two years of college, however, Mr. Williams realized he didn't really want to teach. It was then that he decided to work towards going into the T.V. repair business for himself. He could begin to please his customers the way he pleased his neighbors when he was a student in high school.

"Yup" Mr. Williams said to himself as he began to walk towards the Brown's front door, "Joe F. Williams is a great T.V. repairman."

DISCUSSION QUESTIONS:

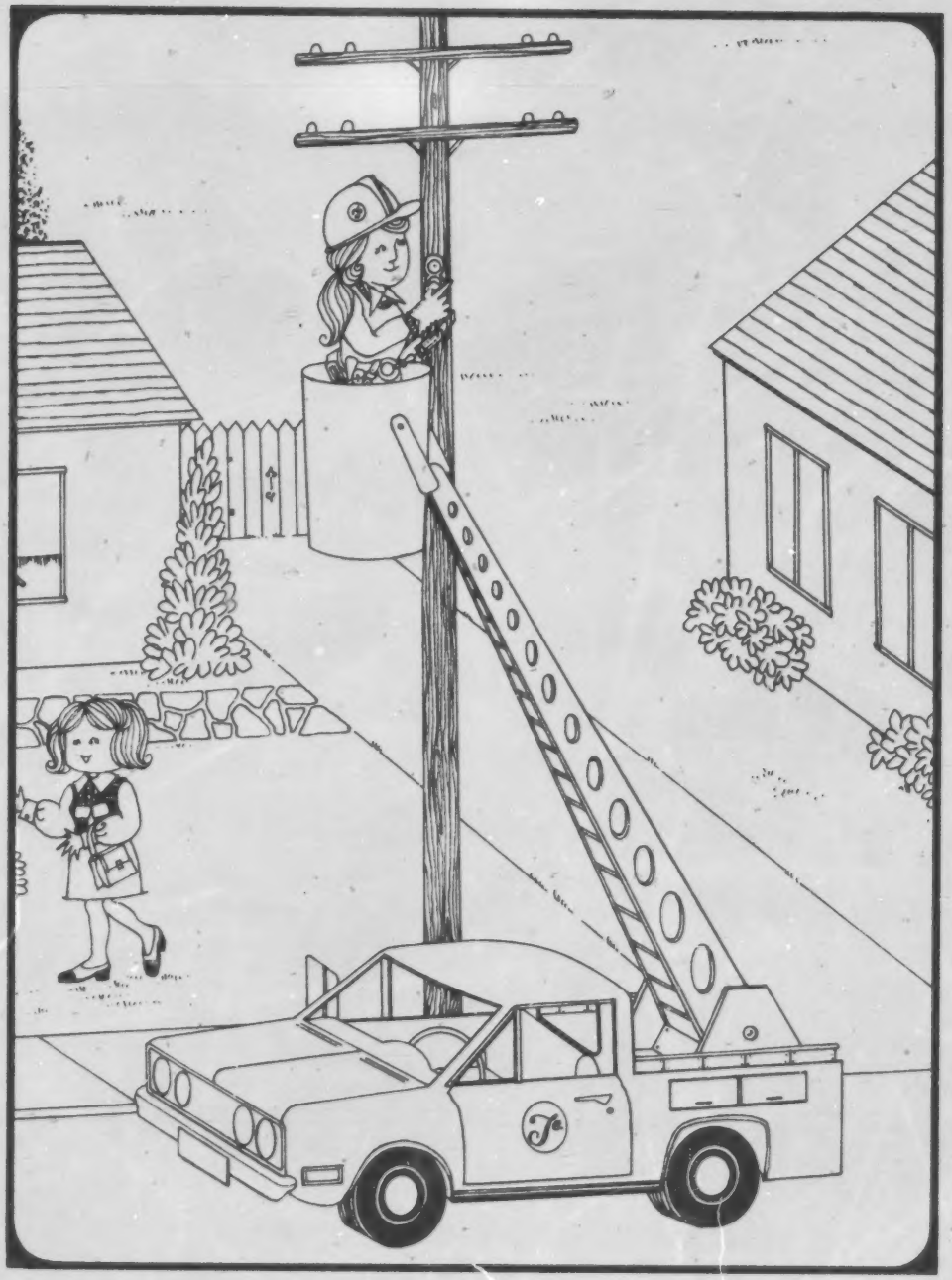
1. What kind of work did Joe Williams do?
2. Did Joe like the type of business he was in? How do you know?
3. Was Joe good at his job? Were his customers happy?
4. Why did Joe Williams choose to be a T.V. repairman?
5. What did Joe Williams think about before he finally decided to become a T.V. repairman? (His likes and what he did well.)
6. Do we all do the same thing well? Why or why not?
7. Do we all enjoy the same things? (Solicit from children things they like.)
8. Will we all do the same jobs later in life? Do all your parents do the same jobs?
9. What would be important to think about as you plan for a job? (Likes, dislikes, abilities, values, etc.)

FOLLOW-UP ACTIVITIES:

1. Teacher compiles a chart (can be put on individual questionnaire sheet) of class responses to the following categories: favorite color, favorite ice cream flavor, favorite T.V. shows, favorite school subject, subject you feel you do the best work in, sport or game you play well, and any other

categories the class may wish to add (draw conclusions of individuality).

2. Students role play one of their possible job choices. Others guess.
3. Have children take a survey of their parents' jobs and their attitudes toward their jobs. Make a chart showing the results.



DOING YOUR OWN THING

DOING YOUR OWN THING

CONCEPT: Individuality

PURPOSE OF LESSON: The purpose of this lesson is to try to show the children that many times we have to do things because we feel we can do them well no matter what other people think. Also to try to establish the idea that not everyone will always agree with you but you have to have the confidence to defend your feelings.

VOCABULARY: damage, individual, individuality, bucket, extension ladder

MATERIALS NEEDED: Master wall chart and individual charts, Suburban Neighborhood.

STORY:

"That storm must have really been bad, Judy. Aren't those trucks from the phone company?"

"Mike, I didn't realize a storm could do that much damage. But wait Mike, is that Mrs. Briggs up there?" Judy was pointing to a lady working on some wires. She was in what looked like a bucket attached to the end of an extension ladder which was coming out of the telephone truck.

"Yes, Judy, that is Rosie Briggs' Mom. She has been working for the phone company for a couple of months now."

"I didn't think women could do this type of work, Mike."

"You know, Judy, both Mrs. Briggs and Mrs. Bell, who works for the lawn care company, have jobs that women don't usually do."

"You know, Mike, when you can do a job as well as a man, it really shouldn't matter if you are a woman. Both Mrs. Bell

and Mrs. Briggs don't care if they are the only women who do this type of work and they aren't worried what other people think. Mrs. Briggs said she always enjoyed working with something that was new and different and would try her best to be good at what she did."

"No matter what people thought, Judy?"

"No matter what people think, Mike. When you feel you can do a job, and do it well, you should give it all you've got."

"I guess that's what Mrs. Briggs meant when she said it is important to always be an individual."

DISCUSSION QUESTIONS:

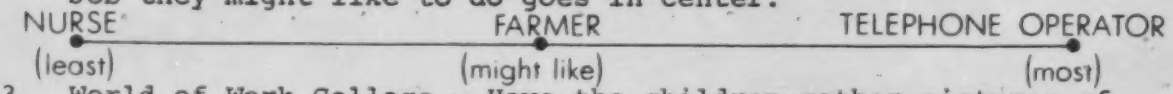
1. What type of work did Mrs. Briggs do?
2. Why was Judy suprised to see Mrs. Briggs working on the telephone wires?
3. What did Mrs. Briggs mean when she said "...it is important to always be an individual"?
4. What were Mrs. Briggs reasons for selecting her job?
5. Have you ever wanted to do something but were afraid to do it because no one else wanted to do it?
6. What things should you think of when deciding on doing something? (Own interests, abilities, etc.)
7. Should you do something just because your friends are doing it? Why or why not?
8. Take out maps and locate Mrs. Briggs. Find other people doing various jobs. Do these people look happy? Why would they feel good about their jobs?

FOLLOW-UP ACTIVITIES:

1. On chalk board, list approximately 20 jobs. Diversify list as much as possible. Each student selects one job he or she would like to do. Some students share selections orally, giving supportive reasons. (I would like to be a nurse because...) As students respond, list their different reasons

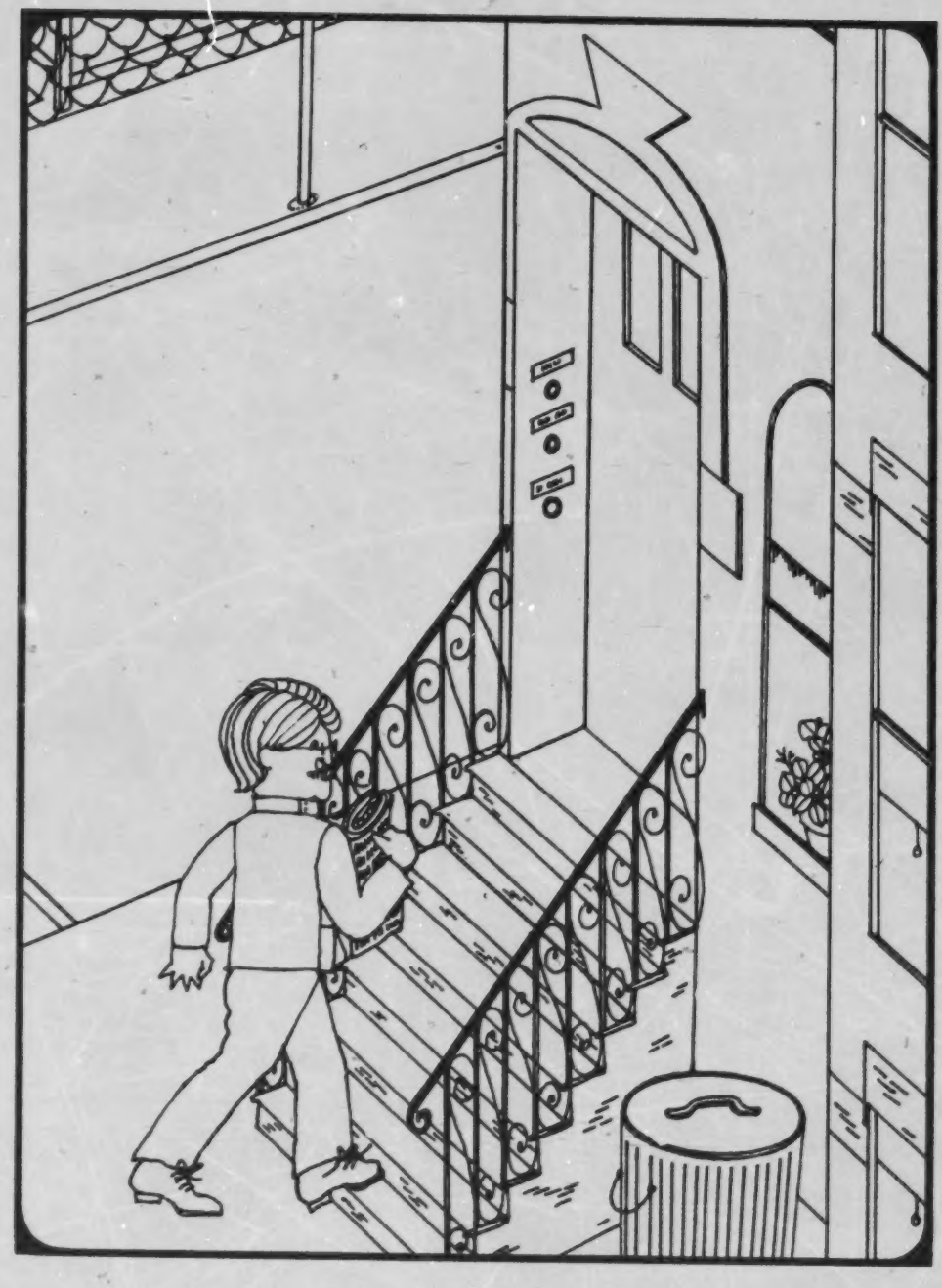
for job choices. Review reasons; there are many things involved in a person's selection of a job.

2. Make job selection display. Students draw short line segments on colored paper. Place job they would like to do least and job they would like to do most at two endpoints. Job they might like to do goes in center.



3. World of Work Collage - Have the children gather pictures of people working. When the pictures have been arranged, glue them to paper, cardboard, or wood and then shellac.

4. Have each child cut a figure of himself out of mural paper. Then have each figure dressed as it would for specific jobs. (Doctor, teacher, miner, ballplayer, etc.)



TUESDAYS AND THURSDAYS

TUESDAYS AND THURSDAYS

CONCEPT: Friendship

PURPOSE OF LESSON: Through the story and discussion the child will begin to realize that a good friendship is one to be valued, respected and shared.

VOCABULARY: nurse, patients, country, apartment house, uniform

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.
The teacher, as the story proceeds, should have the children identify the picture which pertains to each episode.

STORY:

"Mr. Sheck always seems so happy, Vic. Every time I see him walking up Park Street, he's always whistling and smiling."

"Do you know why Mr. Scheck has a white uniform on, Maria?"

"No Vic, but I think he works in Long Memorial Hospital."

"You're right, Maria; he does. Mr. Scheck is a nurse there."

"Really Vic? I never knew there were men nurses."

"Neither did I, Maria, until the other night. My Dad told me that not only are there men nurses, there are women doctors."

"Vic, where does Mr. Sheck go every Tuesday and Thursday? I always see him going into Mrs. Jamison's apartment house."

"You're right, Maria. As you know, Mrs. Jamison is an old lady and she has been sick for quite a while now. Mr. Sheck met Mrs. Jamison when she was a patient in Long Memorial Hospital for eight weeks. While she was there, they became very good friends."

"Sure, Maria. Sometimes the more different you are with someone, the better friend you can be."

"I don't know if I quite understand, Vic."

"Well, you see Maria, when someone is really different you can learn a lot from them. Take Mr. Sheck and Mrs. Jamison. Mr. Sheck was born and grew up in the city whereas Mrs. Jamison was born and grew up in the country. Mr. Sheck visits Mrs. Jamison every Tuesday and Thursday and helps take care of her and Mrs. Jamison gives to Mr. Sheck by sharing stories of the country and how it was when she was growing up."

"I guess that's what you would call a real good friendship, Vic. They both give to each other in the best way they know how."

. . .

"Mrs. Jamison, it's me. . . Mr. Sheck. How are you feeling today, dear?"

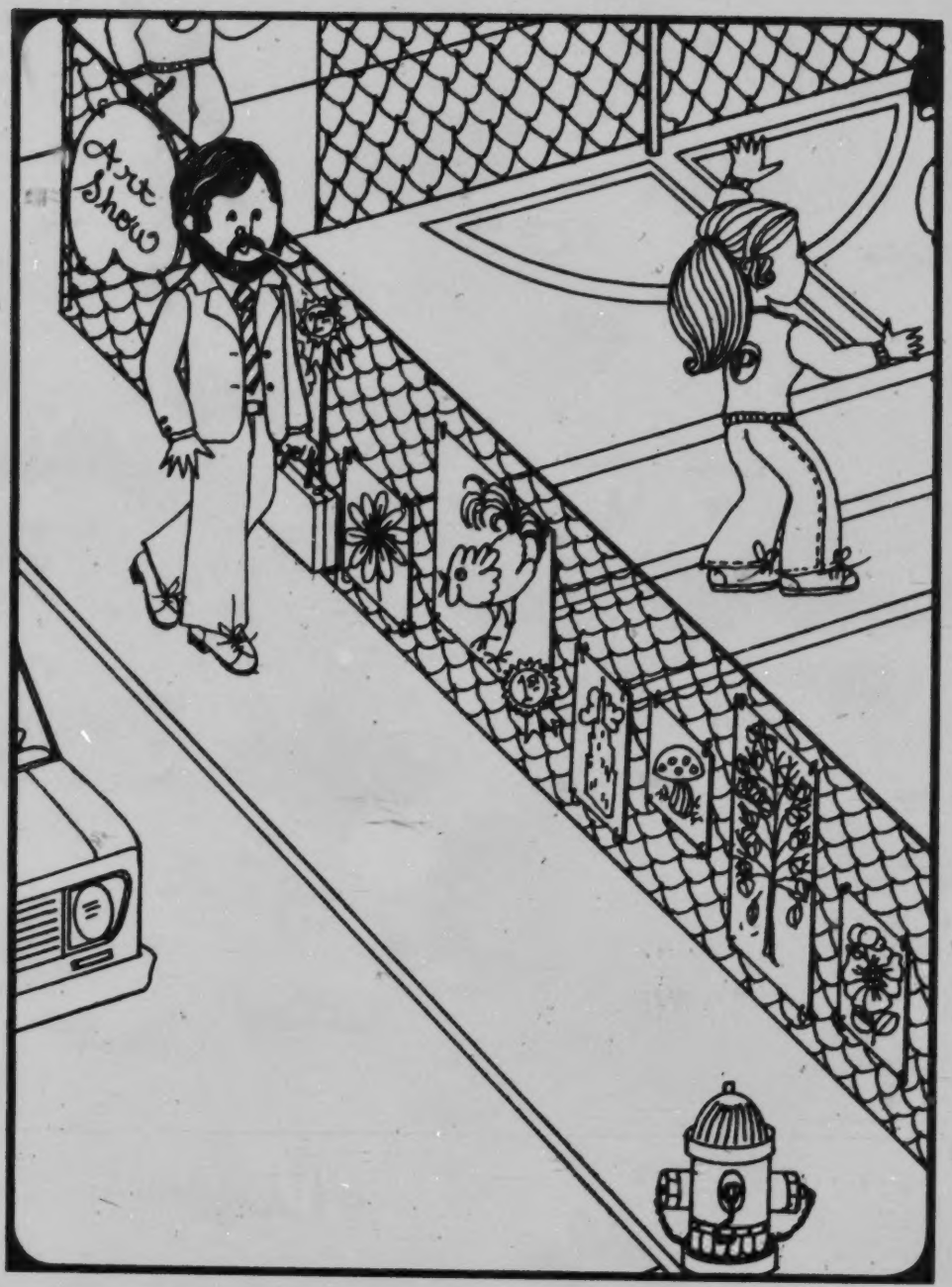
"Oh, Mr. Sheck, my days seem brighter on Tuesdays and Thursdays."

DISCUSSION QUESTIONS:

1. Where did Mr. Sheck go on Tuesdays and Thursdays? Why? Discuss.
2. How do you think Mrs. Jamison felt when Mr. Sheck visited her?
3. Do you think they were good friends? How do you know?
4. What sort of things did they share?
5. Why do you think two people who are so different can be friends?
6. Why do you think Mr. Sheck always seemed so happy?
7. Do you have a special friend that you learn a lot from?
8. Do you think it's easier to make friends in an urban community than in a suburban one?
9. What do you think a nurse does?
10. Are all nurses women?

FOLLOW-UP ACTIVITIES:

1. Child draws a picture of a nice thing done for a friend.
   Title: "One nice thing I did for a friend."
2. Class scrapbook - Each child cuts magazine pictures illustrating people doing something for others.



COME TO THE ART SHOW

COME TO THE ART SHOW

CONCEPT: Pride

PURPOSE OF LESSON: Through discussion the child will get a better understanding of how one should take pride in one's accomplishments and respect the accomplishments of others.

VOCABULARY: display, picnic, proud

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"Have you seen the beautiful art work that is on display along the park fence, Vinny?"

"You know Maria, I was going to ask you about that. Who put up the pictures? What a great idea to hang them there. I didn't know there was even going to be a display."

"Well Vinny, it all began last month. Mrs. Eisen's second grade class went on a field trip around the city. They took walks and brought picnic lunches. After looking, walking, and seeing some sights, Mrs. Eisen suggested that they all go to a park and eat lunch. When the children finished their lunches and cleaned up their tables, Mrs. Eisen took out crayons and drawing pads and asked the children to draw a picture of something they saw during their walk; something that they enjoyed looking at, and something that made them proud of their city."

"I'm beginning to see now, Maria; go on."

"Then Mrs. Eisen asked the city park leader whether the children could show how proud they were of their city by hanging out their pictures for everyone to enjoy. She explained that people who lived in the city could then share the children's

interest in the beautiful parts of the town the children had seen. Not only would the children be proud to have their art work up, but everyone in the city could share their feeling of pride in the beautiful place in which they live."

"Gee Maria, that's one of the nicest things I've ever seen. I'm sure proud of Mrs. Eisen, her class, and they city where we live."

DISCUSSION QUESTIONS:

1. Where did Mrs. Eisen's class go on their field trip?
2. When lunch was finished and they had cleaned up, what did the children do? (elicit response - draw pictures)
3. Why did Mrs. Eisen ask the city park leader whether the children could hang up their pictures?
4. Do you think Mrs. Eisen was proud of her class? Why?
5. How do you think other people will feel about their city when they see the pictures?
6. How do you feel when your work is hung up?
7. What kinds of things make you proud?
8. Do you try your best to please yourself or to please others?
9. Have you been proud of yourself lately? Why?
10. Will you always be proud of everything you do? Why?

FOLLOW-UP ACTIVITIES:

1. Continue class book entitled, "My Feelings." Each child writes a few sentences about things that make him proud.
2. Hang-up On Pride! Put up a string or wire on which to hang things children are proud of.
   Create a bulletin board - Make a fence for background as in story. Each child draws a picture or writes a story about something he's proud of and hangs it on the fence.
3. Recipes for Pride - Develop a list of ingredients for being proud. Children then choose which "ingredient" they would like to illustrate.

WALK! - DON'T WALK!

WALK! - DON'T WALK!

CONCEPT: Responsibility for One's Own Safety

PURPOSE OF LESSON: This story should help to develop in the child a sense of responsibility for his or her own safety.

VOCABULARY: protect

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"If I go very fast I can get to the subway on time," said Sammy Brown. "So what if the DON'T WALK sign is up in front of the subway, I'm late and I'm going to be in a lot of trouble if I don't get home. This could take all day if I wait for this stupid light to change."

. . .

"Maria, that Sammy Brown better not try to rush between cars. That DON'T WALK sign is up to protect people. Doesn't he know that?"

"I sure hope he does, Maria."

. . .

"Oh, come on you light, change or I'm going to make a run for it. I'm going, the heck with this light." Just as Sammy was about to go, he stopped. "No, I better not. The city has these lights up for a very good reason. My Mom won't be angry if she knows I used my head here at the crossing. Next time I'll leave Ronald's house five minutes earlier."

Just then the sign said WALK and after looking both ways Sammy walked carefully across the busy street.

DISCUSSION QUESTIONS:

1. Why was Sammy in a rush to get home?

2. Do you think Sammy's mother will be angry when she learns why he was late?
3. What lesson do you think Sammy learned?
4. If Sammy's mother is angry with him, does that mean she doesn't love him?
5. Why do we have crossing guards and "WALK - DON'T WALK" lights? Do you think they are important? What would happen if we didn't have them?
6. How do you feel when your parents are angry about something you've done? Do you think they don't love you any more?
7. It is always important to be careful, but what safety problems do you think Sammy would have in the city that Jimmy wouldn't have in the suburbs?
8. What safety rules should we follow in an urban community as well as a suburban community?

FOLLOW-UP ACTIVITIES:

1. Break class into two or three groups. Ask each group to find as many safety hazards as possible. The group with the most in the set amount of time wins.
2. Paper bag Dramatics - Break class into groups of approximately eight. Give each group a bag containing the following items:
   a. policeman's hat (read or self-made)
   b. whistle
   c. WALK - DON'T WALK sign
   d. traffic light

   Each group puts on a short play dealing with responsibilities for one's own safety.
3. Safety City - Have the class construct a shoe box city with busy streets. Have them place the correct safety signs and lights where needed.

HAVE A NICE DAY!

HAVE A NICE DAY!

CONCEPT: Changing Family Needs

PURPOSE OF LESSON: Through the story and discussion the child will begin to realize that the needs of a family change and decisions must be made to meet these changes.

VOCABULARY: company, difficult, business

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"Bye, Mom."

"Bye, Doreen, good-bye, Susan. Remember jackets and hats today. It's chilly in the morning."

"We won't forget, Mom."

"Have a good day, girls. See you at three."

. . .

"Isn't that Mrs. Barrick going to work, Vinny?"

"Yes it is, Maria."

"When did she begin a job? I didn't know she was working."

"Mr. Barrick's company wasn't doing a lot of business, Maria, and Mr. Barrick only works half days instead of a whole day. When this happened Mrs. Barrick decided the family needed some extra money. If she could work the hours that Mr. Barrick was home, Doreen and Susan wouldn't be left alone and she would be helping the family through a difficult time."

"Oh, I see, Vinny, and is it working out well for the Barrick family?"

"It sure seems to be, Maria. With the extra money Mrs. Barrick brings home, the family isn't finding things so hard."

. . .

As Mrs. Barrick crossed the street she smiled and said to

herself, "My family went through a big change and needed each other's help. What a wonderful family I have."

DISCUSSION QUESTIONS:

1. Why did Mrs. Barrick have to go to work?
2. What change took place in the Barrick family?
3. Do you think that Doreen and Susan have to do jobs now that they didn't have to do when their mother was home? Why?
4. Do you think it's important for everyone in the family to pitch in and help? Why?
5. Have you had any changes in your family? Why?
6. How have the members in your family helped to meet this new change?

FOLLOW-UP ACTIVITIES:

1. Role Playing - Situation A: Father is not working (children devise reason). Mother goes to work. Children show how they help family meet the change. Situation B: Mother and father working until mother becomes ill. What could children do to help?
2. Creative Story Writing - Give children several lead-in ideas for a story about changing family needs. Have children illustrate.

HELLO CITY!
HERE WE ARE!

HELLO CITY! HERE WE ARE!

CONCEPT: Family Mobility

PURPOSE OF LESSON: Through the story and discussion the child will be made aware of the various reasons for moving.

VOCABULARY: playground, subways, museums, grocery store, apartment house

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"Wow, Mom, is that the playground you were telling us about?"

"It sure is Jackie."

"It looks swell. I can hardly wait to use it."

"Look over there, Jimmy, see the basketball courts?"

"I sure do, Mom."

"I'm sure once you learn your way around you'll really enjoy living in the city."

"I'm sure we will too, Mom."

. . .

"Vinny, look over there. Do you think that could be the new family that is supposed to move into Felicia's apartment house?"

"Oh, you mean apartment 4A, Maria?"

"Yes, Vinny. You remember Felicia telling us about the new family who was supposed to move in."

"Yes, Maria, I do. Weren't they the family who was moving in from the suburbs, Maria?"

"That's right, Vinny."

"Yes, I remember Felicia telling us all about that family. There they go now into the apartment house Felicia lives in."

. . .

"Ding, Dong."

"Oh, hello, Mrs. Jackson. We're so pleased you had a safe trip in from the suburbs. Is everything all right?"

"Yes, Mrs. Herbert, just fine and we can't wait to begin living in the city."

"You think you'll enjoy it, Mrs. Jackson?"

"Oh, I do think we will, Mrs. Herbert. You see the city has many things that we need and enjoy that the suburbs just didn't have."

"Really, Mrs. Jackson? I never lived in the suburbs, perhaps you could explain it to me."

"Well, for one thing I'm going to sell my car now that we've moved. The city has such great buses and subways that we really don't need a car. Stores and friends live much closer so that we can walk most places, where as in the suburbs you really need a car very badly. Another great part about living in the city is all the beautiful museums and places I can take the children. Most are a short walk or subway ride. With the children living less spread apart from their friends they can see them without waiting for me to pick them up and take them there, and oh yes, if I should run out of milk it is only a short step to a nearby grocery store."

"Gee, Mrs. Jackson, it sure sounds as though you are going to enjoy city living."

"Yes, Mrs. Herbert, we're all excited about the move."

"Well, here's your new key, and welcome!"

DISCUSSION QUESTIONS:

1. What were some of the reasons why the Jacksons moved back to the city?
2. What things won't the Jacksons need now that they're living in the city?
3. Do you think the move will be a big change for Jimmy and Jackie Jackson?

4. Remember that Lisa felt sad about her move. Do you think Jimmy's and Jackie's feelings were the same as Lisa's or different? Why?
5. Do you think it will be easier to meet people living in an apartment house rather than in different private homes? Why?
6. How would you feel about moving to the city?

FOLLOW-UP ACTIVITIES:

1. Collage - Have children collect pictures illustrating life in a city. Glue onto cardboard or construction paper.
2. Stick Puppets - Have children form small groups. Each group makes stick puppets and scenery for their own version of "Hello City! Here We Are!"

FIRST STOP - CHILDREN'S WARD

FIRST STOP - CHILDREN'S WARD

CONCEPT: Volunteer Work

PURPOSE OF LESSON: Through the story and discussion the child will begin to appreciate those who give their own time to service many. This is done just because one gets pleasure by doing for others.

VOCABULARY: project, hospital, volunteer, vote

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"Vincent, take a look over there."

"Where, Maria?"

"At the Long Memorial Hospital. The children from Mrs. Murtha's tenth grade class are outside holding baskets of fruit, candy, and get well cards."

"Oh yes Maria, didn't you hear about the project Mrs. Murtha's class did?"

"No, I didn't, Vincent."

"Well, they decided since not everyone was as lucky as they were, they wanted to try to help some people who needed help. They all took a vote and decided to help out those people who didn't feel very well and were in the hospital. Since you have to be 16 in most hospitals to visit people, the people who were 16 would bring the gifts and everyone else would work baking, making cards, and putting all the goodies in a big pretty basket. They all volunteered their time."

"What does 'volunteer' mean, Vincent?"

"Don't you remember the story about Jeff's father who was a volunteer fireman?"

"Yes, Vincent, I do. That's right, sure I do. When you volunteer to do something, you do it because you want to help out. You don't do it because you have to."

"You know, Maria, sometimes it is a much better feeling when you volunteer to do something than when you have to do it."

"Gee, I bet the children in Mrs. Murtha's class are going to feel so good when they cheer up the people in Long Memorial Hospital, Vincent."

"You bet, Maria. There they go now. . ."

. . .

"Come on group - first stop Children's Ward. I can't wait to see the happy faces of those children when they get these baskets of goodies. You know volunteering makes you feel so good inside, I don't know who will feel better, us or the children in the hospital! Let's go."

DISCUSSION QUESTIONS:

1. What project did Mrs. Murtha's tenth grade class decide to do?
2. Did they expect to get paid for doing their jobs?
3. Why did they want to do this project?
4. What were the jobs that had to be done in the project? (bring gifts, baking, making cards, putting all the goodies in a big basket)
5. What do you think would have happened to the project if someone didn't do their job?
6. What does the word 'volunteer' mean?
7. Have you ever volunteered to do a job? Why did you volunteer and not wait to be asked?
8. How did you feel about volunteering?

FOLLOW-UP ACTIVITIES:

1. Using the following projects: art for hall, cleaning up playground, presenting a play for the school, growing plants for the classroom -- discuss and list what jobs are involved in the completion of each project.

DING! DONG!
DELIVERY BOY!

DING! DONG! DELIVERY BOY!

CONCEPT: Job Responsibility

PURPOSE OF LESSON: Through the story and discussion the child will realize that any job which is being performed should be done to the best of one's ability. The concept of pride is also incorporated in this theme.

VOCABULARY: shelves, supermarket, order, deliver, customers, apartment house (review word)

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"And don't forget Mrs. Peterson in apartment 4G, Raymond."

"OK Dad, I won't."

"Mrs. Peterson gets the bag with the dog food and Mrs. Jackson gets the fruit."

"See you later, Pop."

"Be careful."

. . .

"Maria, did you know that Raymond has been working in his father's store since he was eight years old?"

"No, Vincent, I didn't. What can an eight year old do anyway?"

"Well, I was told that he used to help his father put cans on the shelves and when he got a little older, his father began to give him more jobs."

"My mother just thinks Raymond is great, Vincent. Every Tuesday she calls his father's supermarket and without fail, Raymond always brings the order by four o'clock. You know, Vincent, when you live in the city it is very difficult to drive a

car to the supermarket. That's why it is so important to have a store that will deliver groceries and a top notch delivery boy like Raymond. My mom says she can always depend on him to be on time, always have the order with everything she asked for, and never is there a bad piece of fruit or a cracked egg."

"Raymond sure is a great delivery boy, Maria."

"You know why I think he is so good at it, Vincent?"

"Why?"

"I think he is so good at it because he really enjoys it and takes pride in what he does. He wants to make his customers happy. There he goes now. . ."

. . .

"Ding, dong. . ."

"Hi, Mrs. Peterson, here's your order. The bag with dog food."

"Right as usual, Raymond, and this is for you. So long dear."

Raymond looked down at his hand. In it Mrs. Peterson had placed a quarter.

"Oh boy," said Raymond. "I love my job!" And off he went to Mrs. Jackson's.

DISCUSSION QUESTIONS:

1. What type of job did Raymond have?
2. Were his customers pleased with the type of job did?
3. How do you know Raymond was a good delivery boy? (Elicit the characteristics needed to do a job well)
4. In the story we learned that Raymond took pride in his work. What does it mean to take pride in one's work?
5. How do you feel when you do a job well?
6. What jobs do you take pride in doing? Why?

FOLLOW-UP ACTIVITIES:

1. Write the following question on the board "Why is there never time to do a job right but always time to do it over?"

Read this aloud and discuss:

a. What does this question mean?

b. Do you agree?

c. Can you think of a job you've had to do over because you didn't spend enough time on it?

d. In the story, did Raymond have to do his job over? Why or why not?

2. List following jobs on board:

make bed
clear table
set table
walk dog
dry dishes
plant seeds
sweep sidewalk
empty garbage
mail letters
go to store
help clean room
collect newspapers

Each student selects one job he or she can do well. Illustrate title. Share illustrations. Job book editor may be selected, and illustrations can form a book with cover and title page. Display could be placed on bulletin board.

3. Students become "job hunters" for a day. List jobs they are capable of doing, writing a short description of each. These could be listed or mimeographed. Conduct a job survey. Students select ten jobs they feel are important for students of their age. Representatives question other classes, "how many people in this room make their beds?" etc. Representatives then tally results: Scores could be charted or graphed.

DOVER SCHOOL	
GRADES 1-3	
Jobs	**# of People**
• make beds	100
• shop	50
•	
	Total

MEETING TONIGHT!

MEETING TONIGHT!

CONCEPT: Neighborhood Pride

PURPOSE OF LESSON: This story and discussion should begin to develop a sense of pride in the place where one lives and in those who share the neighborhood.

VOCABULARY: messy, hallways, squad, realized, ruining, exactly, posted, program, bulletin board

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"Did you ever hear of the Horizon Apartment House Squad, Vic?"

"No, Maria, I haven't. What is it?"

"Well you know where the Horizon Apartment House is, don't you, Vic?"

"Yes, Maria, isn't that the apartment house with all the writing on the walls and messy hallways?"

"Not any more, Vic. That's just it."

"Just what, Maria?"

"Well you see, a group of people who live in the Horizon House realized one day just how messy the hallways were and how the walls outside had become so written upon. Instead of just becoming angry and unhappy, they decided to do something about their apartment house. Mrs. Stein who lives in Apartment 4F and Mr. Jayson from 11G posted a note on the bulletin board near the laundry room in the basement which said:

MEETING TONIGHT
8:00 p.m. in Apartment 11G
for all tenants who take
pride in the Horizon House
Apartment

"I don't know if I understand exactly what you mean when you say 'pride,' Maria."

"Remember the story about Mrs. Kiley's garden, Vic?"

"Yes, Maria, I do."

"Remember then that they got so upset because the dog was ruining her flowers. She took pride in her garden and wanted it to look nice."

"In other words, Maria, pride can be when you care about something and want it to be right?"

"Sure, Vic, and the tenants in the Horizon House met and began to take pride in where they lived. They all got together and decided they were going on a clean-up program. Every floor from 1 up to 6 got a different job and within one month their apartment was shiny and bright. They really did a swell job and are proud of their home."

"Look, Maria, isn't that Mr. Jayson from 11G now?"

"It sure is, Vic."

. . .

Mr. Jayson was walking up from the subway on his way home from work. As he got nearer to the Horizon House Apartment a grin began to come to his face.

"Oh my," he said. "To think what this used to look like, and just look at our apartment house now! That's what happens when folks take pride in what they have." As Mr. Jayson shut the door you could hear him say, "It sure is good to be home!"

DISCUSSION QUESTIONS:

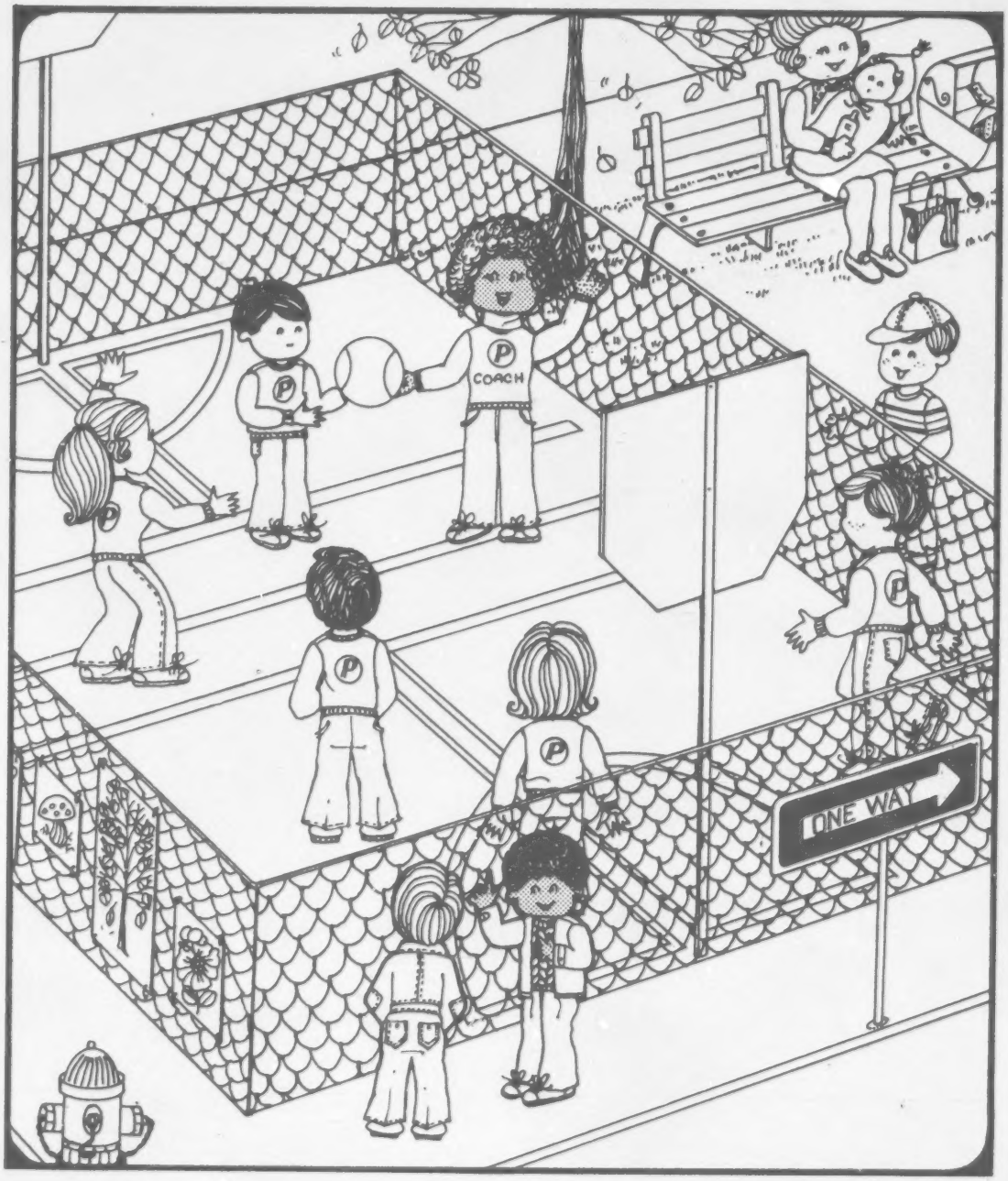
1. How did the Horizon Apartment House look before the clean-up squad went to work? Why did it look that way?
2. Do you think the people were proud of their apartment house then? Why?
3. What did they decide to do about the way the apartment house looked?
4. How do you think the people felt about their apartment house once it was cleaned up? (Guide discussion so that the

children develop a better understanding of being proud of the place they live in.)

5. Do you think Mr. Jayson was proud to live in the Horizon Apartment House? Why do you feel that way?
6. What have you done to make you proud of your neighborhood?

FOLLOW-UP ACTIVITIES:

1. Before and After - Give each child a 9 x 18 piece of drawing paper. Either fold the paper in half or use both sides to draw before and after pictures of the Horizon Apartment House.
2. Community Clean-Up - Choose a sight in your community and clean it up.
3. P R I D E - On a piece of chart paper or on the blackboard write the word pride in capital letters going downward. For each letter, write a sentence beginning with a word that starts with that letter.



HEY COACH!

HEY COACH!

CONCEPT: Job Eligibility

PURPOSE OF LESSON: Through the story and discussion, the child will realize that with each age come various jobs and responsibilities and some jobs cannot be performed until an age requirement is met.

VOCABULARY: recreation, coed, coach, basketball, team, leader

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"There she is, over there Henry. Do you see the girl with the shirt that says COACH on it?"

"Oh I see, Jack. Wow, is that really your sister, Jack?"

"It sure is and she is the best basketball coach in the city. Did you know that Julie was the first park recreation leader to form a coed basketball team?"

"No Jackie, I didn't. Wow, she must really be special."

"You bet she is, Henry. There's just one thing."

"What's that, Jack?"

"I wish more than anything that I could be a park recreation leader."

"Can't you Jack? What's wrong?"

"Oh, well, they say in order to be a park leader you have to be 18 years old. I'm not going to be 18 for another 10 years and by then who knows what will be. Sometimes it gets me so mad! All you ever seem to hear is when you get a little older this and when you get a little older that."

"Well Jack, there are some jobs we can do now."

"Yes, I know, Henry, but if only I could have a job like Julie's."

. . .

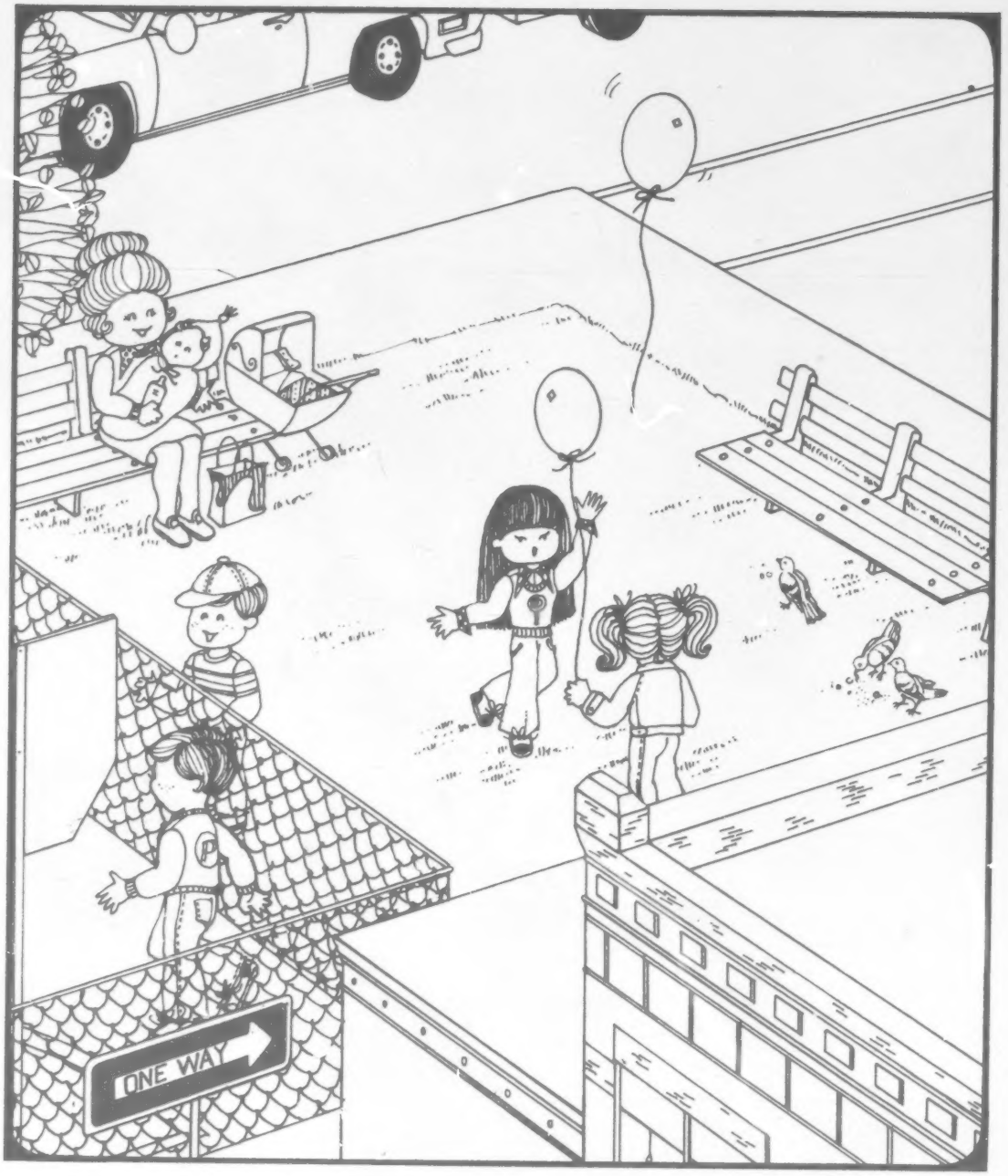
"Jack, Henry come on in. Want to play some basketball?"
"Sure do Julie. Come on Henry let's go!"

DISCUSSION QUESTIONS:

1. What was Julie's job?
2. Why couldn't Jack be a coach like his older sister?
3. Why do you think Julie had to be 18 to get the job?
4. Can you think of any other jobs that would have an age requirement?
5. What jobs do you think Jack and Henry are old enough to do now? Do you think these jobs can be just as important as Julie's?
6. Did Jack think Julie was good at her job? How do you know?
7. Do you think Jack would be able to do a good job as a coach if he were allowed to do so now? Why?
8. Choose any job that you would like to have at home. Does it matter how old you are in order to do that job? Why?

FOLLOW-UP ACTIVITIES:

1. Wnat Is - What Could Be - Individual children or groups make a collage of magazine pictures illustrating jobs they can do now (What Is) and jobs they may be able to do as they get older (What Could Be).
2. Have certain jobs highly rewarded (i.e. model, gum, lunch). Restrict those jobs to (i.e. girls, people with glasses, blond hair etc.). Discuss idea of discrimination.



IF IT'S TUESDAY - IT'S MR. JACKSON!

IF IT'S TUESDAY - IT'S MR. JACKSON!

CONCEPT: Cooperation

PURPOSE OF LESSON: The purpose of this lesson is to try to show the children that people really do need people and when we share jobs we all benefit.

VOCABULARY: especially, balloon, cooperate, babysitter, edge

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"Laura, Laura Garcia, it's all your fault. Now my balloon is gone and my mother isn't here to give me money to buy a new one. Mrs. Harkins, my balloon flew away and Laura still has her's. It's not fair."

"Come on now girls," called Mrs. Harkins. "Let's try to be thoughtful of each other. We must cooperate with each other especially because our own mothers and fathers are not here."

. . .

"What is Mrs. Harkins doing with Mr. Jackson's baby, Maria? Oh and isn't that Laura Garcia there too?"

"Oh, Vincent, this is Mrs. Harkins' week to watch the Garcia and Jackson children."

"What do you mean her week, Maria?"

"Well you see, Vincent, Mrs. Harkins, Mrs. Garcia and Mr. Jackson all work. They each take turns watching each other's families so that they don't have to pay for babysitters. This plan seems to be working out quite well for them all and the children like it too."

"What do you mean, Maria? Why do the children like it so much?"

"Well, Vincent, it's like this. Laura Garcia told me that

not only is Mr. Jackson a really nice man, but that he also tells the greatest children stories that keep you on the edge of your seat, and that Mrs. Harkins is really swell, and she makes the creamiest chocolate pudding you ever tasted."

"Oh, I get it, Maria. It's like this, having each one of these super parents each week is so special 'cause you get a chance to share the best of three parents instead of one."

"You've got it, Vinny. Gee, that's great!"

"Come on, Maria. . . let's go."

As Vinny and Maria left, Mrs. Harkins could be seen reading the children their favorite story.

DISCUSSION QUESTIONS:

1. Why did the parents take turns watching each other's children?
2. How do you think the children felt about having different parents take care of them? How would you feel?
3. Cooperation is one of our vocabulary words for this story. Can anyone tell the class what the word means?
4. How did Mr. Jackson, Mrs. Harkins, and Mrs. Garcia cooperate with each other?
5. Do you think the children were cooperating with the parent in charge? If so, how?
6. Do you think it was important for the children to cooperate while their parents were working?
7. Do you think cooperation is important in the classroom, at home, in your neighborhood, and in the world? What would happen if no one wanted to cooperate with other people?

FOLLOW-UP ACTIVITIES:

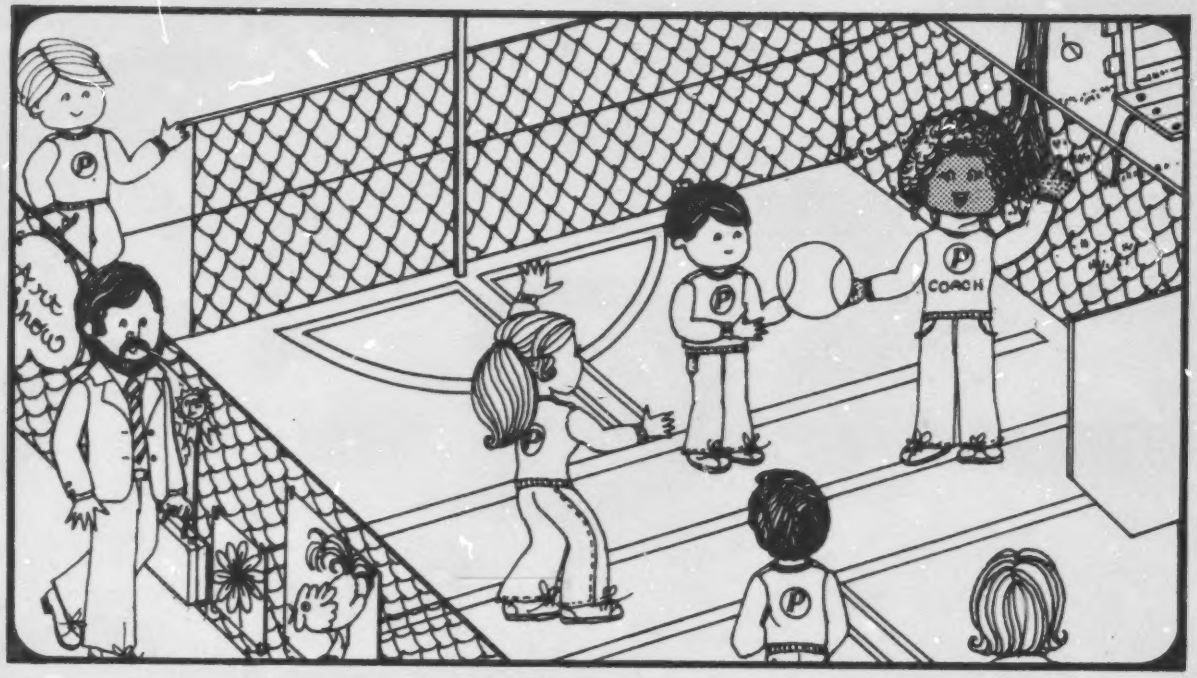
1. Cooking with Cooperation - Divide the class into groups of 6-8. Ask each group to bring in the following things:
   a. two packages of instant pudding
   b. one quart of milk
   c. one large mixing bowl
   d. 1 beater

e. paper cups
f. plastic spoons
g. napkins
h. sprinkles and cherries for decoration

Discuss with groups the importance of cooperation within the group to obtain the desired result. Give each group a copy of the recipe to be followed. List possible tasks on the board and suggest that each group decide on their own division of labor. Stress that each child is to have a job.

2. Below is an unfinished poem. Have children form groups no larger than three and write a line for the poem. The line should be a group effort and should tell about a way in which children can cooperate.

The parents we read about
All took a turn
From this cooperation
Their children could learn. . .



SWISH - 2!

SWISH - 2!

CONCEPT: Acceptance

PURPOSE OF LESSON: The purpose of this lesson is to try to teach the child that it is important to seek out a person's good qualities. Also, that by making others feel good, we, too, will begin to feel good towards ourselves.

VOCABULARY: exactly, team, playground, accept, championship, figure, couple, form, argument, super, settled, courts, hoops

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"Pass it, quick! Over here Sue!" Woosh!

"Great shot, Jenny."

"Thanks, Hector."

"Okay, the blue team takes it out. Let's go, kids."

. . .

"Vinny, do I see what I think I see? No, it couldn't be. . . uh, er, is that basketball game going on over there being played with girls and boys?"

"That's right Maria, that's exactly right. Not only that but what you're seeing just so happens to be the championship game for coed city teams."

"What is coed, Vinny?"

"Well Maria, coed is when girls and boys are playing together on the same team."

"I didn't know that there were coed teams in sports, Vinny."

"Here comes Jose now, Maria. It looks like he's sitting

out of the game for a few minutes. Perhaps he can explain it a little better to you than I. Jose, oh Jose, over here!"

"Oh hi, Vinny and Maria."

"Jose, Maria has a few questions she'd like to ask you."

"Sure Maria, what's up?"

"Jose, I didn't know that there were girls playing with boys right on the same team."

"Sure Maria. You see it started about a year ago. Because there's only one city playground with basketball hoops on it for our neighborhood, a lot of arguments kept going on between the girls who wanted to play and the boys who wanted to play. What always happened was that by the time the arguments were settled, it was dinner time and no one got to use the courts. This went on for a couple of weeks until Jackie's older sister Julie, who is the playground leader, came up to us and said, 'I've been watching you guys and girls argue for two weeks now and no one ever winds up playing. Why don't we all form one big team?' Well at first, Maria, everyone was against the idea, the girls as well as the boys. But Julie asked us to try to accept each other. She said to try it for just two weeks and if it didn't work we would try to figure out another way."

"What do you mean 'accept,' Jose?"

"Well, Maria, I think what Julie meant was to look at the way someone plays and how hard they try instead of looking to see if they are a girl or boy. Anyway, it worked great! We have a super championship basketball team of boys and girls today and we all get to use the basketball courts."

"Jose, you're in. . ."

"Oh, I'm in the game now. . . got to go. So long Maria and Vinny."

"So long Jose, and thanks."

"I get it now, Vinny. Everyone is happy because they all learned how to accept one another."

Swish!

"Two points and we win, Yeah!"

DISCUSSION QUESTIONS:

1. What problem did the boys and girls have when they went to the courts to play basketball?
2. What did Julie do to help solve the problem?
3. What is it called when boys and girls play on the same team together?
4. What do you think would have happened if the boys and girls had not learned to accept each other?
5. Do you think it is always easy to accept things?
6. Have you ever found anything hard to accept? If so, what and why?

FOLLOW-UP ACTIVITIES:

1. Accept Me For What I Am - Have each child draw a picture of himself or herself and then write a short story expressing individual likes, dislikes, special interests, favorite T.V. shows, etc. Each picture and description could be hung on the bulletin board.
2. Through class discussion, devise a list of activities that boys and girls can do together. Stress the importance of acceptance in order to achieve success.

SHARING THE DECISION

SHARING THE DECISION

CONCEPT: Decision Making

PURPOSE OF LESSON: The purpose of this lesson is to try to encourage the child to think not only of himself but also of others when making a decision, for the decision may have an effect on people beside ourselves. Also, when making decisions think carefully and feel good about what you have decided.

VOCABULARY: restaurants, difficult, smorgasbord

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"Vic, isn't that the Walker family standing outside in front of those restaurants?"

"Yes, Maria, and it seems as if they are not sure of which one to go in to. Sometimes it is very difficult to make up your mind."

. . .

"I want to eat at the Chinese Restaurant over there, Dad."

"No way! The last time we went to a restaurant you got to choose the one we would eat at."

"I want to eat German food, Dad. They say that there is a long table of all different kinds of dishes and you pick whichever one you want. I think they call it a smorgasbord. Oh, please!"

"Children, wait just a minute. I think your mother said she wanted to eat at the Italian Restaurant this time. Gee honey," said Mr. Walker, "there always seems to be a problem pleasing everyone."

"Decisions aren't easy to make, Tom" said Mrs. Walker, "but when it's a fair one, I'm sure everyone will agree."

"What do you mean when you say 'decisions', Mom?" asked Nancy Walker.

"A decision, Nancy, is making your mind up as to what you are going to do. In our family, the decision we have to make now is which restaurant to eat in. As you get older, your decisions can become more difficult. That is why it is so important to learn how to make decisions when you are young."

"Another thing that is important is to always try to think of what is fair for other people, because sometimes, our decisions shouldn't always just please ourselves," said Mrs. Walker.

"That's right," said Bobby Walker.

"I guess since I did have a chance to pick the last time we went out to dinner, it should be Nancy's turn to decide."

"I've come to a decision!" shouted Nancy. "Since Mom does most of the cooking, let's give her the chance to decide where she would like to eat."

"That sounds really fair," said Mr. Walker.

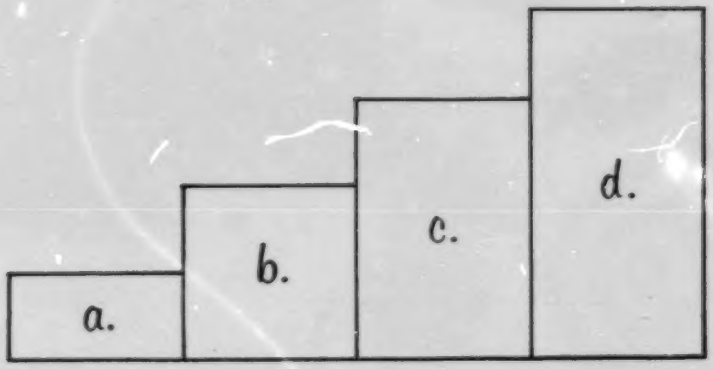
"Well, family," said Mrs. Walker, "Italian it is."

DISCUSSION QUESTIONS:

1. What decision did the Walker family have to make?
2. Why do you think Mrs. Walker was chosen to make the final decision?
3. Did Bobby and Nancy think it was fair for their mother to make the final decision? Why?
4. Are decisions always easy to make?
5. What things should you think about before coming to a decision?
6. Can your decision always please everyone? Why or why not? Discuss.
7. What decisions do you have to make everyday?

FOLLOW-UP ACTIVITIES:

1. One character in every urban story had a decision to make. Have children look at their individual charts and choose one character. Have them draw a picture of that character and write a sentence on the picture telling what decision he or she had to make.
2. Step Up to a Wise Decision - On a bulletin board, place the following:
   a. Identify the problem.
   b. Think of all possible ways to take care of the problem.
   c. Take each possible answer to the problem and think carefully how it would affect other people.
   d. After going step a-c you should now be able to make a wise decision. Write up on separate pieces of paper various imaginary problems and several possible solutions to each problem. Have each child choose a piece of paper, go through the steps, and select one of the decisions.



MAYBE NEXT TIME!

MAYBE NEXT TIME!

CONCEPT: Establishing Realistic Individual Goals

PURPOSE OF LESSON: The purpose of this lesson is to try to encourage the child to set goals that are not impossible. Even when not achieving a goal, the child should try to feel good about himself or herself and set new goals that now may be within reach.

VOCABULARY: comfortably

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"Maria, is that Lia Olsen sitting on the bus alone?"

"Gee, Vincent, it does look like Lia. I can't imagine Mrs. Olsen letting Lia ride the bus all by herself. She does seem awfully young."

. . .

"I'll show them, just wait. This trip is a breeze," Lia said to herself as she sat comfortably in her seat. "What does everyone make such a big deal about. Eight year olds can travel alone. Who said your mother or father has to go with you? If I miss my stop, I'm sure someone will help me."

"It is getting kind of scary," Lia said to herself as she looked out of the window. "Why are all those people rushing about so much?" The streets were not really that busy but to Lia it seemed as though a million people were hurrying about. "Maybe it is too crowded to go today," Lia said to herself. I bet it will be much less crowded tomorrow. I think tomorrow will be a much better time."

With a big sigh of relief, Lia climbed down the bus steps on to the city streets.

DISCUSSION QUESTIONS:

1. How was Lia feeling as she sat on the bus?
2. When did Lia decide not to take the ride?
3. Why did she make this decision?
4. Was this a good decision for her? Why?
5. What would you have done if you were in Lia's position?
6. Have you ever felt afraid to try something because it was a new experience? Why?
7. Are there jobs or things you would like to do but are not allowed to do? What are they?
8. Why aren't you allowed to do those things?

FOLLOW-UP ACTIVITIES:

1. Write an experience chart with the class. Divide the chart in half. One half will be entitled "Things We Can Do." The other half, "Things We Can't Do Yet." Discuss reasons for list entitled "Things We Can't Do Yet." (Age, size, special skills, education, etc.)
2. Class Goal Setting - The entire class establishes a class goal for the day or following day. This can be done during morning discussion or at class meeting time. (walking more quietly in hall, keeping room neater, etc.) Discuss accomplishment or nonaccomplishment of goals, stressing why or why not.

I WANT TO BE ME!

I WANT TO BE ME!

CONCEPT: Individuality

PURPOSE OF LESSON: The purpose of this lesson is to try to show the children that many times we have to do things because we feel we can do them well no matter what other people think. Also try to establish the idea that not everyone will always agree with us but we have to have the confidence to defend our feelings.

VOCABULARY: individualist, museum, projects, paintings, artist

MATERIALS NEEDED: Master wall chart and individual charts, Urban Neighborhood.

STORY:

"Where is Judy Hopper going, Vic?"

"I know, Maria, isn't that the Museum of Art?"

"Yes, it is Vic, you are right. I've never been in a museum of art, have you Vic?"

"No, Maria, I haven't either. I guess I've been busy at the play ground or doing some school projects."

"Is that really the reason, Vic? I know for me I don't think I've been interested enough to go."

"Well, Maria, let's take a closer look at Judy as she goes in. . . but who's with her, isn't that her Dad? Well I'll be!"

. . .

"Over here Dad - hurry up, here it is. Oh come on Dad. I can hardly wait to get inside."

"OK, Judy, I'm coming. What's the big rush. Those paintings aren't going anywhere."

"I know, Dad, but I'm just so excited I can't wait to see everything."

. . .

"Judy is such a good artist, Vic. She's probably the best painter in the third grade."

"You know, Maria, you are right. I remember the day Ms. Stills, our art teacher, told us how really beautiful Judy's work was."

"Yes, Vic, and ever since then, Judy has spent most of her free time painting or visiting art museums. So many times when all the rest of us are playing at the park, Judy just passes by and takes trips with her parents to museums. When she does sit in the park, she paints."

"Maria, you're right. My sister has called Judy many times to come over and play, but she loves to do art work."

"She's such a nice person, Vic, we enjoy whatever times we have played together."

"You know, Maria, Judy has told my sister that she likes all her friends in school a lot but she just loves to spend her time painting."

"Do you think that's what Ms. Stills, the art teacher, meant when she said that Judy is an individualist?"

"I think you're right, Vic. I guess she meant that an individualist is someone who enjoys and does things that most people don't but that even though their lives are different, they are still swell people."

"Well, Maria, I guess you might say that Judy Hopper is one of the nicest individualists I know!"

. . .

"Oh Dad, please hurry," Judy said. "Wait 'til I tell Ms. Stills where I went today!"

DISCUSSION QUESTIONS:

1. What did Judy like to do that was different from what her friends like to do?
2. Why did Judy like to go to the art museum?
3. Judy spent most of her time going to museums and painting rather than playing with her friends. Does that mean that friends are not important to her?
4. Ms. Stills called Judy an "individualist." What did she mean by this?
5. Do you consider yourself an individualist? Why or why not?

FOLLOW-UP ACTIVITIES:

1. Do Your Own Thing Day - Teacher puts aside a day when children can be themselves. The idea of being an individual is discussed prior to the date when this is to occur.
2. Silhouettes - Materials needed: black construction paper, filmstrip projector, white chalk. Hang a piece of black paper on a closet door or wall. A child stands sideways in front of the paper. The light from the filmstrip projector casts a shadow on the paper. This is outlined in chalk and cut out later. Display silhouettes around room or at the front of each desk.

[redacted]

HERE COMES THE HOMEWORK!

HERE COMES THE HOMEWORK!

CONCEPT: Friendship!

PURPOSE OF LESSON: Through the story and discussion the child will begin to realize that a good friendship is one to be valued, respected and shared.

VOCABULARY: friendship, state fair

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

"Gee, I hope Jamie feels better soon," Jackie said to herself as she kept on walking home. In Jackie's hands were books and papers. Not only was she carrying her own work but she was pretty loaded down with other books and papers.

. . .

"Josh, look over there. Isn't that Jackie Mc Alester?"

"Yes Amy, it sure looks like Jackie, but why is she so loaded down with books and papers?"

"I don't know, Josh. Let's go ask her. Amy, Amy Mc Alester, you sure have a lot of papers and books--where are you going with all that work?"

"Oh, hi Josh and Amy. These aren't all my books. I'm bringing Jamie his school work. He's been out of school for a long time and I don't want him to fall too far behind in his work."

"That's awfully nice of you Jackie; it's not easy carrying all your work, plus someone else's," said Josh.

"Oh no, Josh; I don't think you understand. You see I'm really quite lucky to be able to be doing this for Jamie."

"Lucky? No, Jackie, maybe I don't understand."

"Well you see I'm awfully sorry Jamie isn't well, but this has given me one chance to show him just what a good friend he is to me. Isn't that what it's all about, Josh?"

"Uh...maybe I still don't understand, Jackie.

"Friendship, Josh," said Amy.

"That's right Amy, you've got it," said Jackie.

"Sometimes I think friendship can be as much when you give to your friends as it can be when they give to you."

"Well, Josh and Amy, it was awfully good to see you both. Gotta run now. I told Jamie I would be there around 4:00."

"Okay Jackie," said Josh and Amy. "See you at the State Fair next week. Bye."

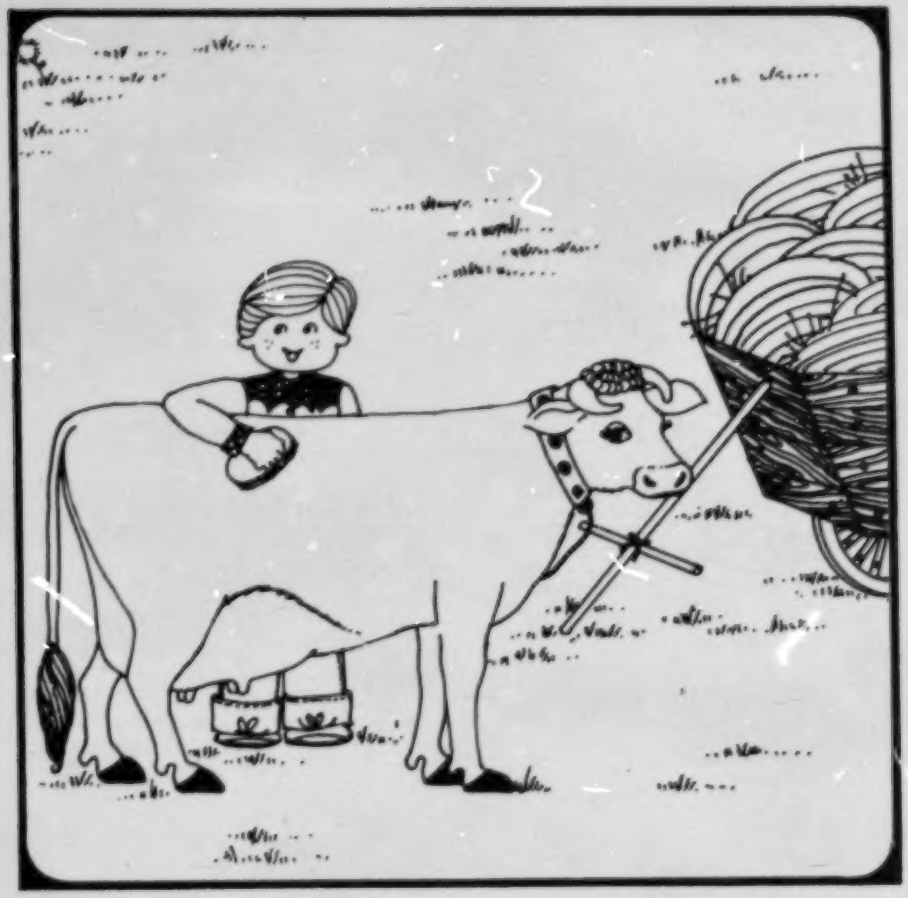
DISCUSSION QUESTIONS:

1. Why was Jackie bringing Jamie's homework to him?
2. What did Jackie mean when she said that she was lucky to be able to bring Jamie his homework?
3. Do you think Jackie is being a good friend? Why?
4. How can you show your friend that he is special to you?
5. In the Suburban and Urban stories we discussed what it meant to be a friend. Can you think of anything else that makes a person a good friend?
6. If you could do something for your friend, what would it be and why?

FOLLOW-UP ACTIVITIES:

1. Friendship Box - This activity will enable the children to express in writing their thanks and feelings for friends and classmates (i.e., a student recording a kind deed and expressing his feelings about it, a way to say thank you, a way to say, "I like you.") The teacher will set up a box labeled Our Friendship Box with pieces of paper along side. Students may jot down their feelings on a piece of paper and drop it in the box. At the end of the activity the pieces of paper will be read and discussed.

2. Friendship Circle - Each month a small group of children will be in charge of sending birthday cards, get well cards, and recognizing any other occasions that may arise. Through this the children will gain better appreciation of being thoughtful of others.



A BLUE RIBBON FOR DAISY

A BLUE RIBBON FOR DAISY

CONCEPT: Pride

PURPOSE OF LESSON: Through discussion the child will begin to get a better understanding of how one should take pride in one's accomplishments and respect the accomplishments of others.

VOCABULARY: groomed, proud, pride, judges, blue ribbon

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

I can see it all now..... the judge walks up to the award booth and says, "ladies and gentlemen, boys and girls, it gives us great pleasure to present this first place blue ribbon to Henry Baily and his beautiful cow Daisy." Oh Daisy I can hardly wait. You are the most beautiful cow in this neighborhood. I just know you are. I am so proud of you.

. . .

"Amy, look over there."

"Where, Josh?"

"Over by the barn. Look at Henry Baily's cow. It is so well groomed."

"Oh I know, Josh, it does seem that Henry spends a lot of his time caring for the cow. Do you think it will take first place in the State Fair, Amy?"

"Well, Josh, I don't know how or what the judges are going to be looking for but I can tell you one thing."

"What's that, Amy?"

"Well if they are giving out blue ribbons for people who take the most pride in their animals, Henry's got the first place

all wrapped up."

. . .

"You know something, Daisy," Henry said; "even if you don't take that silly old blue ribbon, just taking care of you and seeing you look so well makes me one of the proudest boys I know."

"Henry! Henry Baily, come on in; it's time to eat. Leave Daisy alone. I swear Henry, if you brush that cow one more time there is no telling what will happen. Come in and eat your lunch now."

"Ok, Mom, I'm coming. See you later, Daisy."

Henry started toward the house. If you looked hard enough, you could see a smile on Daisy's face. It was as though she was just as proud to be owned by Henry Baily as he was of owning her.

DISCUSSION QUESTIONS:

1. What was Henry doing to his cow? Why?
2. Was Henry proud of his cow? How do you know?
3. If Daisy doesn't win first place in the State Fair, do you think Henry's feelings for her will change? Why?
4. Do you have something that makes you very proud? What is it and why are your proud of it?
5. In the Suburban neighborhood, Mrs. Kiley was proud of her flowers. In the Urban neighborhood, we saw the children being proud of their art work. Now in the Rural neighborhood, Henry is very proud of Daisy. Have you ever done anything to make people proud of you? Tell about it.

FOLLOW-UP ACTIVITIES:

1. <u>Pride in Plants</u> - Each child plants a few seeds in a container. Each child should take pride in caring for his plant and should also respect his classmates' plants as well.
2. <u>Taking Pride in Our Books</u> - Each child will make a book cover for a book he would like to keep neat and clean. Hopefully this will help to instill in each child a sense of pride in his

personal belongings. Large brown paper bags cut open and flat work well. Each child will decorate a bag with crayons, etc., and then cover his book with it.

WATCH OUT!

WATCH OUT!

CONCEPT: Responsibility for One's Own Safety

PURPOSE OF LESSON: This story should help to develop a sense of responsibility in the child for his own safety.

VOCABULARY: lumber, dangerous, sharp, power saw, lumber mill, notice

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

"Hey Josh - did you know that the lumber we use to build with was once a tall tree like the ones over there?"

"No Amy, I didn't. How do they cut those big trees down so that they become lumber?"

"Oh Josh, there are big power saws over at the lumber mill that cut them up. Come on! Lets take a walk over to the mill and I'll show you."

As Josh and Amy were getting closer to the mill they saw a boy and a girl standing near the big power saw. "Hey you guys," cried Amy, "you shouldn't get too close to that power saw. It's awfully sharp and can be very dangerous."

"Who's that coming, Judy?" asked Timmy Wiek. "She thinks she is so smart. I can get as close to this old saw as I want and nothing will happen. Here, Judy, just watch this."

Just as Timmy started to walk very, very close to the saw he heard two men who work at the mill talking. They were just about to flip on the switch and start the saw when they saw Timmy so close. "Hey you, over there."

"Who me?" said Timmy.

"Yeah you," said one of the men. "Back away from that saw - you're too close."

"Okay, okay," said Timmy. As Timmy stepped away he said "Well, er, okay Judy, maybe it isn't too safe to get so close."

"It sure isn't Timmy," said Judy.

"I was pretty lucky those men saw me. I'll never get that close again. Next time they may not notice me and I could really get hurt!"

"I sure learned my lesson," said Timmy." With that Judy and Timmy started for home.

. . .

"Well," said Josh, "that boy was lucky, Amy. Maybe next time he won't get so close, Amy."

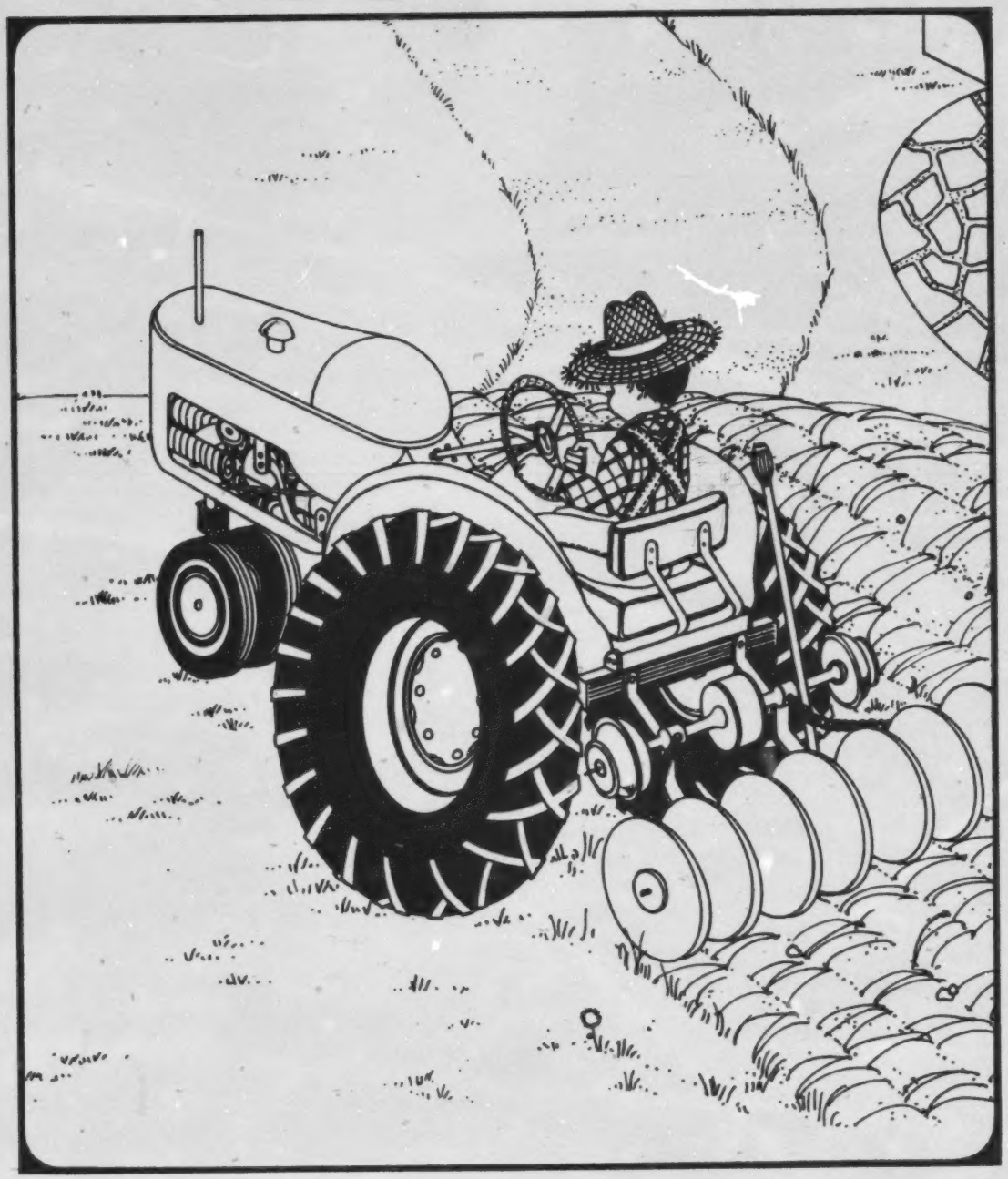
"I hope so Josh, and let's go too."

DISCUSSION QUESTIONS:

1. What were Judy and Timmy standing next to at the lumber mill?
2. Why did the two men yell at Timmy to move away from the power saw?
3. Do you think Timmy was wise in going near the power saw when it was off?
4. What lesson do you think Timmy learned from this experience?
5. What other pieces of equipment would it be wise to stay away from? Why?
6. If you saw anyone too close to a dangerous piece of equipment what would you do? How could you help them?
7. Have you learned a lesson from this story? If so, what is it?

FOLLOW-UP ACTIVITIES:

1. Children cut out magazine pictures of pieces of equipment, like the power saw in the story, and mount them on large pieces of construction paper. Give each poster a title and a few safety rules that should be remembered when near each piece of equipment.
2. 20 Questions - A child thinks of a piece of equipment and gives the class clues to help them guess what he's thinking of. The clues should accurately describe the equipment he's thinking of. The child who guesses the answer gets to give the clues the next time.



FARMER GEORGE, JR.

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FARMER GEORGE, JR.

CONCEPT: Changing Family Needs

PURPOSE OF LESSON: Through the story and discussion the child will begin to realize that the needs of a family change and decisions must be made to meet these changes.

VOCABULARY: farming, tractor

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

"Gee Amy, isn't that George Madison out in the field on that tractor?"

"It sure is Josh. He's been out there almost everyday now."

"What do you mean now Amy? Has George only been doing this for a short time? It seems to me as though I can always remember seeing him out on the farm doing some kind of work."

"You're right, Josh. George really does enjoy living on a farm and he always has been out doing some type of work, but things in the Madison family have changed, Josh."

"As I remember now, Amy, Mr. Madison died not too long ago."

"That's right Josh, so George, who is the oldest child in the family, has been trying to do a pretty big job. George - George can you hear us?"

"Oh hi Josh, hi Amy."

"It's so good to be able to talk to you, George. We don't see much of you these days."

"I know, guys - I'm awfully busy. My family's needs changed when my dad died a few months ago and now I do a lot of things that I didn't do before. But you know, Amy and Josh - farming

is really great. It is a lot of hard work, but it's all worth it. When you put a lot of time into the things you do, like farming and begin to watch things grow, it's really great. My family needed me and I'm just so glad I was able to help. Oh and another thing, just look - look over there. I don't do everything by myself. We live in the greatest neighborhood around. Just look over at the barns."

As Amy and Josh turned to look, George jumped back on the tractor, waved so long, and with a big smile began to finish his work.

DISCUSSION QUESTIONS:

1. Why has George been doing more work on the farm lately?
2. Does he mind doing this extra work? Why?
3. Have you ever had to take on another job in your family? Why?
4. In the Suburban neighborhood we saw how Mr. Miller met his changing family needs by taking on a part-time job. We have just seen how George met his changing family needs. From this we can see that family needs don't always stay the same. Can you think of any other family needs that may change?

FOLLOW-UP ACTIVITIES:

1. <u>"What If"....Box</u> - A box is set up with various changes that could take place within a family. Examples: a) what if your older brother wasn't able to take out the garbage and you were asked to do it? b) What if your mother has a part-time job and wasn't able to be home in time to make dinner? What would you do to help her?

"PAINT!" WE ALL CRIED.

"PAINT!" WE ALL CRIED.

CONCEPT: Volunteer Work

PURPOSE OF LESSON: Through the story and discussion the child will begin to appreciate those who give their own time to service many. This is done just because one gets pleasure out of doing for others.

VOCABULARY: contribute, volunteer, neighborhood

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

What were Amy and Josh looking at on the Madison Farm?

"Oh I get it!" cried Amy. "Look, Josh - just look at the Madison's barn."

"My gosh, Amy, all those people! Boys and girls, women and men. It seems like the whole neighborhood has a paint brush in their hands."

"Hey gang, what's going on?"

"Oh hi Josh and Amy - grab a brush and pick your spot!"

"What's everybody doing, Susie?"

"Well it's like this, Amy and Josh. After Mr. Madison died, everyone wanted to help the Madison family in some way. But how could we all contribute? We talked and thought and talked and finally after taking a good look at the barn the idea hit us. 'Paint!' we all cried. 'What the Madisons need is a fresh coat of paint on their barn.'"

"I get it," said Josh and Amy. "What a great idea and what a wonderful way for everyone to volunteer themselves."

"I'm sure the Madison family will never forget what their neighbors have done to help them," said Josh.

"Well, Josh, Amy," said Susie, "we think we're the lucky ones. The Madisons needed help and here we were! Just call us the Volunteer Neighborhood Painters!"

Everybody dipped into the paint cans and loaded brushes with paint. The barn began to look like new. Over by the house, Mrs. Madison could be seen smiling with a thankful grin!

DISCUSSION QUESTIONS:

1. Why were the neighbors painting the Madison's barn?
2. When Susie called the neighbors, "The Volunteer Neighborhood Painters," what did she mean by the word "volunteer"?
3. Even though the neighbors weren't being paid for painting the barn, they still did it. Why?
4. How did George's family feel when they saw their neighbors coming to paint their barn?
5. Who can remember who the volunteer was in the Suburban neighborhood? In the Urban neighborhood? In the Rural? What were these people doing that was the same?

FOLLOW-UP ACTIVITIES:

1. Draw A Movie - Have each child draw a picture of someone or a group of people doing some sort of volunteer work. Mount the pictures on a long piece of craft paper (wrapping paper may be used), placing one picture next to another. Each picture may have a sentence of explanation with it. This long piece of paper with the drawings then becomes the film. This can be shown on the overhead projector.
2. I'm A Volunteer - Through a teacher-directed discussion the class will complete a list of ways in which they can volunteer their time even as second graders.

HEAR YE! HEAR YE!

HEAR YE! HEAR YE!

CONCEPT: Job Responsibility

PURPOSE OF LESSON: Through the story and discussion the child will realize that any job which is being performed should be done to the best of one's ability. The concept of pride is also incorporated in this theme.

VOCABULARY: handcrafts, quilting, interviews, typewriter, grin

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

"And Mrs. Johnstead, beside the quilting contest, what other handcrafts of cooking contests are going to be presented at this year's State Fair?"

"Well, Carolyn, we are going to have a pie contest, a blanket making contest, and for all the boys and girls an ice cream eating race."

"Ice cream eating, that sounds super. It certainly sounds like this year's State Fair is going to be even bigger and better than last year's. Well, thanks so much for all your time, Mrs. Johnstead. All of us at the Town Paper know how busy your group has been putting the fair together. I'm sure all our readers are really going to enjoy learning about the plans for this year's fair!"

"Yes, Carolyn, I'm sure they will, and don't forget to mention the ice cream eating race!"

"Oh I could never forget that, Mrs. Johnstead, and thanks again!"

"Josh, isn't that Carolyn Williams over there speaking to Mrs. Johnstead?"

"Yes Amy, that's right. Carolyn has been working for the town newspaper now for two months, Amy."

"She has? I didn't know that, Josh. What kind of work has she been doing?"

"Well Amy, she's been interviewing people about the State Fair and writing the interviews up in the newspaper."

"Interviews? I don't think I know what that means, Josh."

"Well Amy, an interview is when you question someone and write down the answers. Then you put them all together in a story that you think people will find interesting to read."

"Oh, I get it Josh. She seems to be so busy, though. Every time you see her she is either speaking to people or sitting behind a typewriter!"

"Well, Amy, Carolyn loves her work and enjoys her new job. She told my older sister Terry that being able to work for the Town Paper was the greatest thing that ever happened to her. She said as long as they were pleased with the job she was doing she was going to do as much as she could to make this town paper the best one around."

"Well Josh, it certainly sounds like Carolyn is lucky to get the job. And it sounds like the people who read the paper are going to really be enjoying it these days."

"Yes Amy, you sure are right!"

. . .

"Oh boy," said Carolyn, "I can't wait to run this story off on my typewriter. Just wait till all the kids hear about the ice cream eating race!" Before you knew it, there was Carolyn behind her typewriter with a big grin from ear to ear!

DISCUSSION QUESTIONS:

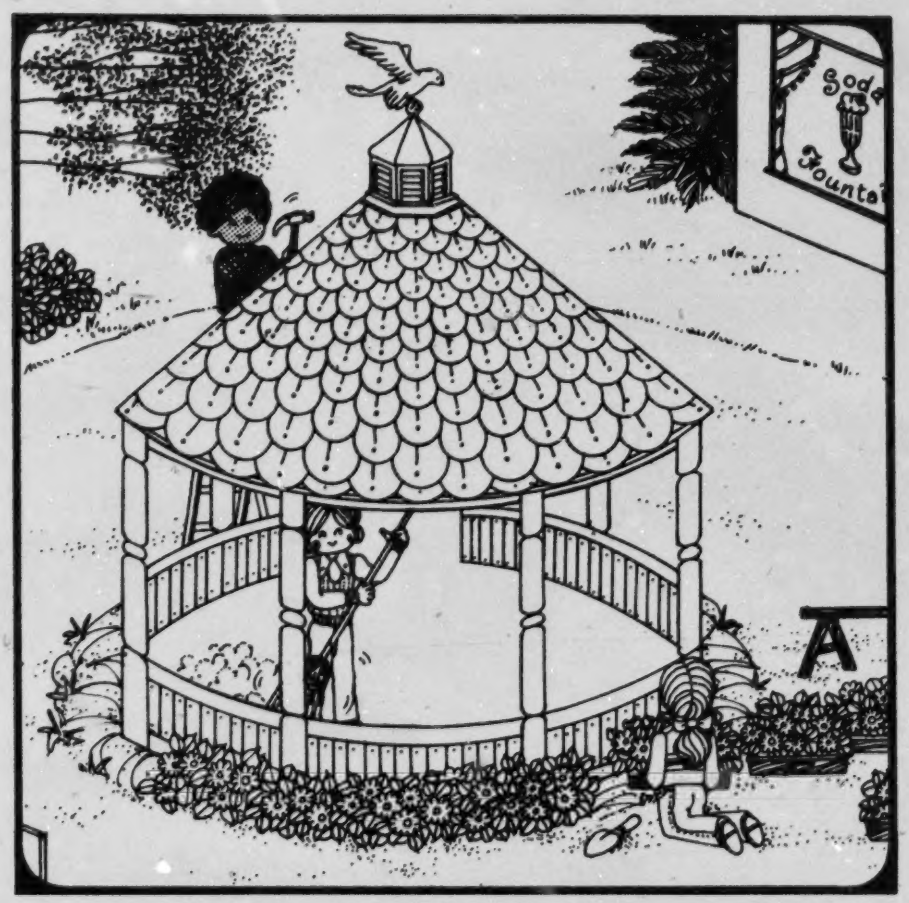
1. Why was Carolyn interviewing Mrs. Johnstead?
2. Do you think Carolyn did her job well? How do you know?
3. As a reporter for the town paper, what were some of Carolyn's

responsibilities? Did she enjoy meeting these responsibilities?

4. Do you think Carolyn would keep her job if she was not a responsible person? Why?
5. If you like what you're doing, do you think you'll do a good job?
6. If you don't enjoy a particular job should you do it to the best of your ability anyway? Why?

FOLLOW-UP ACTIVITIES:

1. Draw a picture of what the ice cream eating contest was like.
2. Class Newspaper - The class compiles a list of possible interview questions. (favorite hobby, likes, dislikes, number of family members, etc.) The teacher divides the class into groups of two, one person within a group interviewing the other and vice versa. The interviews are then written up and compiled into a class newspaper.



THE TOWN SPEAKS FOR ITSELF

THE TOWN SPEAKS FOR ITSELF

CONCEPT: Neighborhood Pride

PURPOSE OF LESSON: This story and discussion should begin to develop a sense of pride in the place where one lives and in those who share one's neighborhood.

VOCABULARY: hammer, strangers, state fair, gazebo, annual

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

"Josh, Amy, gotta few minutes?"

"Sure, what's up?"

As Josh and Amy got closer to the town gazebo, all they could see were paint brushes brushing, hammers hammering and colorful flowers being planted all over.

"Well," said Amy, "I've seen some pretty towns before but when you guys finish, no town will be able to top this."

"That's it, Amy," said Johnny O'Connor, "that's just what we hope happens."

"Now wait a minute, Johnny," said Josh, "that's just what you hope what happens?"

"Well Josh, as you know our annual State Fair is going to take place in a few weeks."

"Yes Johnny, I know that, but so what?"

"Well you also know that people from all over the state come to our town, not just the folks in our neighborhood."

"Yes Johnny, I know that too," said Josh.

"Well we are proud of our neighborhood and we enjoy living here and we want everyone who comes into our neighborhood to know that."

"Gee Johnny, I still don't really understand what that has to do with all the painting, fixing, and flower planting that Amy and I see going on."

"Well Josh, it's like this - we thought that there was no better way to show strangers how proud we are of our neighborhood than just letting them see for themselves."

"Oh I get it now," said Josh; "when all these folks come into our neighborhood to be at our State Fair they'll be able to see how proud we are of the place in which we live by the beautiful way it looks."

"That's it Josh. You might say that the town will speak for itself!"

"Speaking for itself, Josh," cried Amy, "stop speaking and grab this hammer!"

"Okay, I'm coming Amy." And with a pat on the soil, Amy planted another colorful flower!

DISCUSSION QUESTIONS:

1. Why were the people in the town working so hard to make it look nice?
2. Do you think they were proud of the town they lived in? How do you know?
3. What is meant by the title, "The Town Speaks for Itself"?
4. What did the people who lived in the Horizon House Apartments in the Urban neighborhood do to show pride in the place in which they lived.
5. Is it similiar to what the people did in the rural town in this story? If so, how?
6. If you take pride in your neighborhood, how can you show it?

FOLLOW-UP ACTIVITIES:

1. Pride and How We Show It - Cut a slot in the top of a shoe box, decorate it and label it, "Pride and How We Show It." Write ways of taking pride in caring for the classroom on slips of paper and drop it into the box. Example: Please

pick up scraps of paper on the floor and throw them away. When a child has free time he may take a slip of paper from the box and do the job that is written on the paper. This way he is taking pride in keeping his classroom as neat as possible.

DINNER TIME!

DINNER TIME!

CONCEPT: Job Eligibility

PURPOSE OF LESSON: Through the story and discussion, the child will realize that with each age comes various jobs and responsibilities and some jobs cannot be performed until an age requirement is met.

VOCABULARY: tractor, operate

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

Over by the Madison's barn, one could see all the neighbors painting, and there, standing among the hens, was Frank Madison's younger brother Lonnie.

"Okay, here, you old hens, eat. Boy, is this a baby's job. Anyone could just stick a hand in this bag and throw this seed around! Anyone, and I mean anyone, could feed these old silly hens. The job I really want is running the tractor like Frank. That's the job that really counts. Ever since Dad died Frank does all the grown-up work and I only get the jobs nobody else wants. When I asked Mom if I could run the tractor, she said that I was too young for that job. She tried to explain that the jobs I do are just as important as Frank's. It's just that you have to be older and a little bigger to operate a tractor. Well maybe she is right," Lonnie thought to himself, "it does look like it's pretty hard to keep that tractor straight. Then too," Lonnie said to himself, "if I didn't feed the hens, where would they get their food from, and if I didn't give the cows and horses their dinner they would get real sick."

"You know," Lonnie sighed, "I think I get what Mom was trying to say. Every job is important, it's just that some jobs

need older people and some need younger ones."

"Hey Lonnie, want to go for a ride on the tractor," called Frank. "This way when you get a bit bigger you'll take right over."

"Okay Frank, great - see you hens, see you guys at dinner time."

A quick jump and Lonnie sat on the big tractor watching Frank. But he felt proud of his own jobs for he knew how important they were too.

DISCUSSION QUESTIONS:

1. What was Lonnie's job?
2. At the beginning of the story, how did Lonnie feel about his job?
3. Did his feelings change towards the end of the story? If so, how?
4. Are the jobs that an eight-year-old can do just as important as the jobs that older people do? Why?
5. You may be too young for a certain job now, but you may be able to help the person who is doing it. How? Do you think you would learn anything by doing this?

FOLLOW-UP ACTIVITIES:

1. Classified Ads - Have each child bring in the classified ad section of a newspaper. Read and discuss the format and idea of such ads. Then have each child write a "situation wanted" ad for himself. Included should be the type of work wanted and what his qualifications are.

CO-OP FRUITS AND VEGETABLES

CO-OP FRUITS AND VEGETABLES

CONCEPT: Cooperation

PURPOSE OF LESSON: The purpose of this lesson is to help children begin to realize that people really do need people and when we share jobs we all benefit.

VOCABULARY: noticed, produce, rent, share, co-op, radishes, lettuce

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

"John, John Swenson, over here. Back the truck up here."

"Okay Sam, here it comes."

. . .

"Josh, take a look over there."

"Wow Amy, that truck is loaded with the most beautiful looking vegetables I've ever seen."

"And Josh, look at the stand, did you ever see strawberries that size?"

"No Amy, can't say I did. But what's going on? I never noticed a fruit and vegetable stand in that part of town before. Did you?"

"No Josh, I haven't either."

"Oh Amy, look up there. See that sign, it says CO-OP-MARKET: FRUITS & VEGETABLES. What does that mean, 'Co-op'?"

"I don't know, Josh. Let's walk over and ask Mr. Swenson. Maybe he can tell us what this is all about."

"Mr. Swenson - excuse us."

"Oh hi kids - hold on, I'll be with you in a moment."

"Sam, how do you like the color of this lettuce?"

"It's just beautiful, John, and the size of those radishes!

I've never seen any as large and red as those. They're just great - have the kids unload and put them out on this shelf."

"Good idea, Sam."

"Okay kids - what's up?"

"Mr. Swenson," said Amy, "Josh and I just noticed this beautiful fruit and vegetable stand. When did it open and what does a 'co-op' store mean?"

"Well, Amy, to answer your first question, we just opened two weeks ago and a co-op store is a store where all the farmers of the neighborhood bring whatever fruits and vegetables we don't send to the big grocery stores and sell them here at our co-op. We all chipped in to rent the stand and store and whatever money we make from our sales we share among us."

"Gee Mr. Swenson, what a swell way to sell your fruits and vegetables."

"Yes Josh, it certainly is, and the greatest part is that all the men and women who run and work at the co-op store seem to be able to cooperate beautifully and really enjoy their work."

"Oh by the way, Josh and Amy, we who work here at the store also have many high school boys and girls who help us load the shelves and sell the produce. This way they get a chance to earn some money and hopefully will learn the true meaning of the word cooperation."

"Well Mr. Swenson, you've certainly sold us! If cooperating means working, sharing, and helping, it seems that this neighborhood cooperates in every sense of the word!"

"Mr. Swenson, excuse me."

"Yes Mary."

"How much is this watermelon?"

"Gotta run now kids - customers need help - see you soon."

"Thanks for your time Mr. Swenson, and thanks for making our neighborhood special!"

DISCUSSION QUESTIONS:

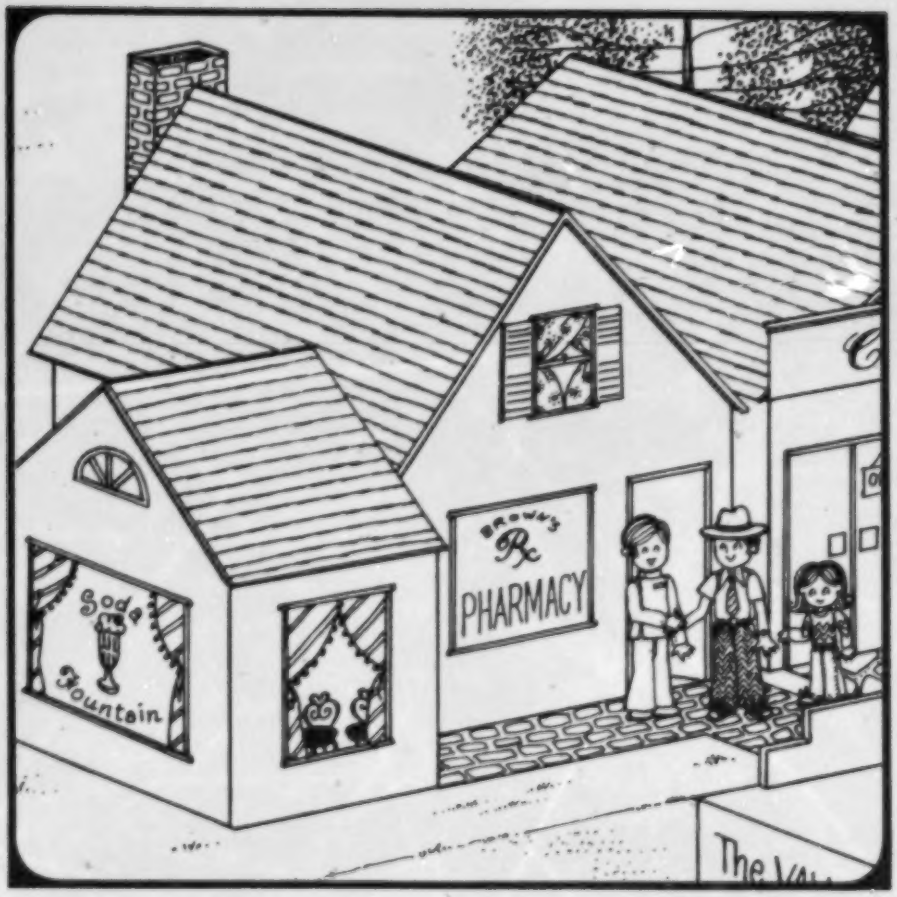
1. What did Mr. Swenson say a "co-op store" was?
2. Why did the farmers decide to have a co-op store in their town? Do they all benefit by it?
3. What happens to the money that is made selling fruits and vegetables at the co-op store?
4. Who works at the co-op store besides the farmers?
5. Who else besides the farmers benefit by having the store in the town? Why?
6. How does cooperation help make this co-op store a success?
7. If people cooperate with each other, do you think this makes their job easier? Discuss.
8. Do you cooperate at home? In what ways?

FOLLOW-UP ACTIVITIES:

1. Our Class Co-op - A group of children (appointed by teacher or volunteer) will act out the process of setting up a co-op, selling produce, and sharing profits. The teacher should stress the idea that cooperation is the key to success.
2. How to Cooperate - Through keeping a chart, each child will see the many ways he cooperates at home and that every job he performs is an important one. The teacher will provide each child with the following ditto.

How I Cooperate							
JOB	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Name							

Prior to the child's use of this chart, the teacher should discuss and clarify possible ways in which a child may cooperate at home.



THE ICE CREAM SODA

THE ICE CREAM SODA

CONCEPT: Acceptance

PURPOSE OF LESSON: The purpose of this lesson is to try to teach the child that it is important to seek out a person's good qualities. Also, that by making others feel good, we, too, will begin to feel good towards ourselves.

VOCABULARY: pharmacy, introduce, fountain

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

"Amy, do you see that man standing in front of Mr. Zane's pharmacy?"

"The one holding the little girl's hand, Josh?"

"Yes, Amy. Did you ever see him before?"

"No, Josh, I didn't and I wonder what he and Mr. Zane are talking about."

"Well, Amy, let's take a walk over and introduce ourselves. Maybe his daughter would like to meet some other girls; maybe we can help."

As Amy and Josh were walking over toward the pharmacy they could hear Mr. Zane. "...and as I said, Mr. Morgan, it will be our pleasure to show you how to make an ice cream soda. With the State Fair coming in a few weeks I'll need all the help I can get, especially at the fountain. Ice cream soda always seems to be the all-time favorite at the fair."

"Well, Mr. Zane, I can't tell you how much I appreciate this. It's difficult enough moving into a new neighborhood but being accepted and helped like this makes the change a lot easier."

"Oh, Mr. Zane - Mr. Zane."

"Hi Josh and Amy. Where are you kids headed?"

"Well, Mr. Zane, to tell you the truth we were coming over here to meet the new neighbors. Maybe we can introduce the new girl to some friends."

"Why," said Mr. Morgan, "how very nice of you both. My name is Ted Morgan and this is my daughter Nancy."

"Hi, Nancy," said Amy.

"You know, Mr. Zane, I really think we're going to like living and working here."

"I'm sure you will, Mr. Morgan, and don't forget tomorrow at 7 a.m. for lesson number one in making ice cream sodas."

"So long, Ted."

"See you tomorrow morning, Mr. Zane, and thanks again."

DISCUSSION QUESTIONS:

1. What were Mr. Zane and Mr. Morgan talking about?
2. What did Mr. Zane offer Mr. Morgan? Why?
3. Why could Mr. Zane use more help at the fountain in his pharmacy?
4. Mr. Morgan had just moved into the neighborhood. How do you think Mr. Zane made him feel?
5. Nancy Morgan was also new to the neighborhood. What do you think the children could do to make her feel welcomed?
6. What do you think it means to accept someone?
7. Do you think it's important to be accepted? Why? In what ways? By who?

FOLLOW-UP ACTIVITIES:

1. <u>New Child</u> - One child role-plays the part of a new child to the classroom. The rest of the class (or small group) acts out what they would do to accept the new child and make him or her feel welcomed. New child in the neighborhood can also be role-played.

YOUNG DR. WELLS DECIDES

YOUNG DR. WELLS DECIDES

CONCEPT: Decision Making

PURPOSE OF LESSON: The purpose of this lesson is to try to encourage the child to think not only of himself but also of others when making a decision, for decisions may have effects on people beside ourselves. Also, when making decisions think carefully and feel good about what you have decided.

VOCABULARY: shingle, decision, difficult, M.D., patients, urban community

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

As Tom Wells was walking back to his office he glanced at the shingle outside. It read: Dr. William Wells, M.D.; Dr. Tom Wells, M.D.

"I can remember the day that Dad hung that shingle up," Tom said to himself. "How proud he was to be able to put my name under his and to have his son being a doctor with him in this town. But now I have to make a decision. This decision is really going to be difficult. It's not that I haven't enjoyed being a doctor in this town, and it's not that I won't continue to enjoy it, it's just that I would like to try something new. I would like to work in a big hospital in an urban community, and see what that's like. I know I won't get to know the patients as well as I know the patients here in this rural neighborhood, but the idea of working in a city hospital is exciting too. I'm sure they will have all the

newest machines and the hustle and bustle will be a big change. But wait a minute - maybe the big change isn't what I'm really looking for at all. If I left this town I would be leaving everyone and everything I know so well."

"Oh," Tom sighed to himself, "decisions are so difficult to make. I'll just have to think some more and try to come to the best answer I can."

"Tom - oh Tom," called William Wells. Dr. William Wells was Tom's father and the doctor in the town for 27 years.

"Yes Dad."

"Well," said Dr. Wells, Sr., impatiently, "what was it... a boy or a girl?"

"Oh I'm sorry Dad, I was deep in thought - it was a girl! Mrs. Duffy had a seven pound two ounce bouncing baby girl!"

DISCUSSION QUESTIONS:

1. What decision was Tom Wells trying to make?
2. What things did he enjoy about being a doctor in a rural neighborhood?
3. Why was he thinking about being a doctor in an urban neighborhood?
4. What would you do if you were Tom Wells, finding it hard to make a decision?
5. What kinds of decisions had to be made in the suburban and urban neighborhoods?
6. What has this taught you about decision making?

FOLLOW-UP ACTIVITIES:

1. Advertising Agency - Discuss the role of an advertising agency (commercials, ads, etc.). Once this is established, have children create their own posters of Help Wanted situations.

GOING ONCE - GOING TWICE! SOLD!

GOING ONCE - GOING TWICE! SOLD!

CONCEPT: Establishing Realistic Individual Goals

PURPOSE OF LESSON: The purpose of this lesson is to try to encourage the child to set goals for himself that are not impossible. Even when not achieving a goal, the child should try to feel good about himself and set new goals that now may be within reach.

VOCABULARY: gazebo, auctioneer, try-out

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

"Oh boy!" cried little Jake Clemens to himself. "Just get a load of that sign next to the gazebo. It says, 'Auctioneer Wanted.' That's the job for me. I just know I could be the best State Fair Auctioneer this neighborhood has ever heard. Just wait till I get up to the stand and do my calling. 'How much do I hear for this fine pig, folks - do I hear $5.00? Let's hear $5.50!' They'll never turn me down. I just know they'll want me for the job!"

As Jake got closer to the gazebo he could see a long line people. That's right, men and women waiting to try out for the job. "I didn't know that so many people would want this job." Jake thought to himself. "And just look over there," Jake muttered. "There aren't boys and girls my age trying out for the job, they're all older than me."

"Oh heck," Jake said as he stomped his foot. "I just know they won't even give me a chance."

Then, as Jake looked at all the people and at the sign again, all of a sudden he didn't seem so upset. "Maybe I wouldn't be

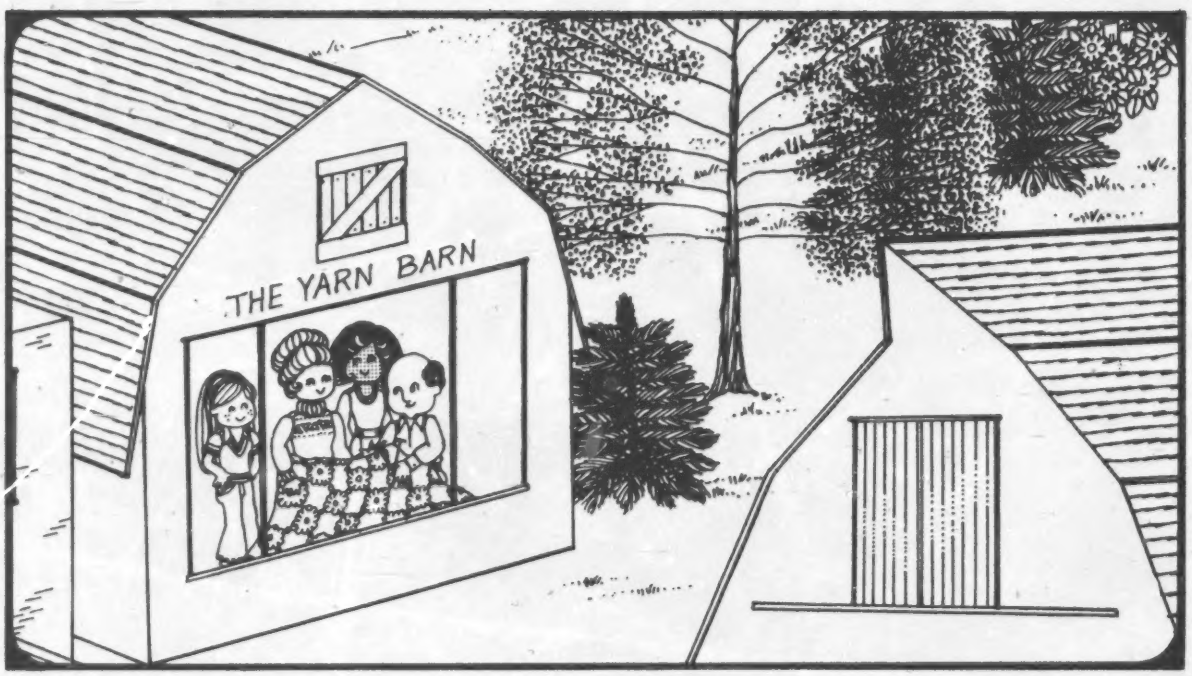
the one for this job," Jake thought. "You know, come to think of it, Head Auctioneer is a pretty big job for a pretty big person. I just know I'll be great at it when I'm a little older, but right now I think I'll be happy just being a six-year-old boy and doing what only I can do."

DISCUSSION QUESTIONS:

1. What did the sign on the gazebo say?
2. Did Jake want this job? How do you know?
3. As Jake got closer to the gazebo, what did he see? Did this make him change his mind? How?
4. What do you think a goal is?
5. Do you think Jake had established a realistic goal for himself? Why?
6. Fred from the urban neighborhood realized that he wasn't ready to take his first subway ride alone, and Jake, from the rural neighborhood realized he wasn't old enough to be head auctioneer. Have you ever come across something that you wanted to do but realized you weren't quite ready for? Discuss.

FOLLOW-UP ACTIVITIES:

1. <u>Individual Goal Setting</u> - Each student writes a daily agenda for a week, listing a few tasks to complete each day. In a nonthreatening way, discuss success or failure in reaching goals with each child or do it in a generalized way with the entire class.



HANDCRAFTS BY HARRY

HANDCRAFTS BY HARRY

CONCEPT: Individuality

PURPOSE OF LESSON: The purpose of this lesson is to try to show the children that many times we have to do things because we feel we can do them well no matter what other people think. Also try to establish the idea that not everyone will always agree with you but you have to have the confidence to defend your feelings.

VOCABULARY: individualist, handcrafts, knitting, needlepoint, stitches, unusual

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

"Amy, take a look over there towards town."

"Isn't that the yarn and knitting store you're pointing to, Josh?"

"Yes it is, Amy, but I didn't know it was run and owned by a man."

"Oh yes, Josh. Mr. Harry Mackafee has always been the owner of that store."

"Would you mind taking a walk over there with me Amy? I would like to ask Mr. Mackafee a few questions."

"Sure thing Josh - let's go."

. . .

"And then, Mrs. Points, after you knit this blanket I'm going to start you on some brand new needlepoints that just arrived."

"They are just beautiful Mr. Mackafee, I can't wait.

Thanks so much for showing me these new stitches."

"Anytime, Mrs. Points, just stop in. That's what I'm here for! So long now."

"Mr. Mackafee - oh Mr. Mackafee, would you have a few minutes to answer some questions I have?"

"Sure thing, Josh, come on over. Just let me put these yarns away and I'll be right with you. Now then Josh, what was it you wanted to know?"

"Well, er, you see Mr. Mackafee, it's like this - what's a man doing owning a yarn and knitting store?"

"Oh I get it, Josh - you think that this is usually done by a woman, don't you?"

"Yes, Mr. Mackafee, that's right. It's just that I've never seen a man knitting or doing needlepoint."

"I'll tell you, Josh, it's like this... I've always enjoyed hand crafts, knitting, and needlework and when this store went up for rent I decided to open up a store where I could teach, knit, sew, and sell needlework. I know it's unusual to see a man interested in this type of work, but I just love it and I decided to do it anyway. Did you ever hear of doing your own thing, Josh?"

"I think so, Mr. Mackafee - isn't that doing what you like to do?"

"Yes Josh, and above all be an individualist!"

"Now wait a minute, Mr. Mackafee, I'm not too sure I know what you mean by that word. What was that you said?"

"Individualist, Josh."

"Yes Mr. Mackafee, that's the word."

"Well Josh, that means that if you really enjoy something but most people don't think it's the right thing for you, go and believe in yourself. Take a try no matter what. What really counts is that you enjoy it and if you do, you're bound to be a success!"

"Oh I get it now, Mr. Mackafee."

"That's my phone ringing kids - got to go. Drop in any time, Josh. Maybe you'd like to try some needlepoint yourself someday - see you soon!"

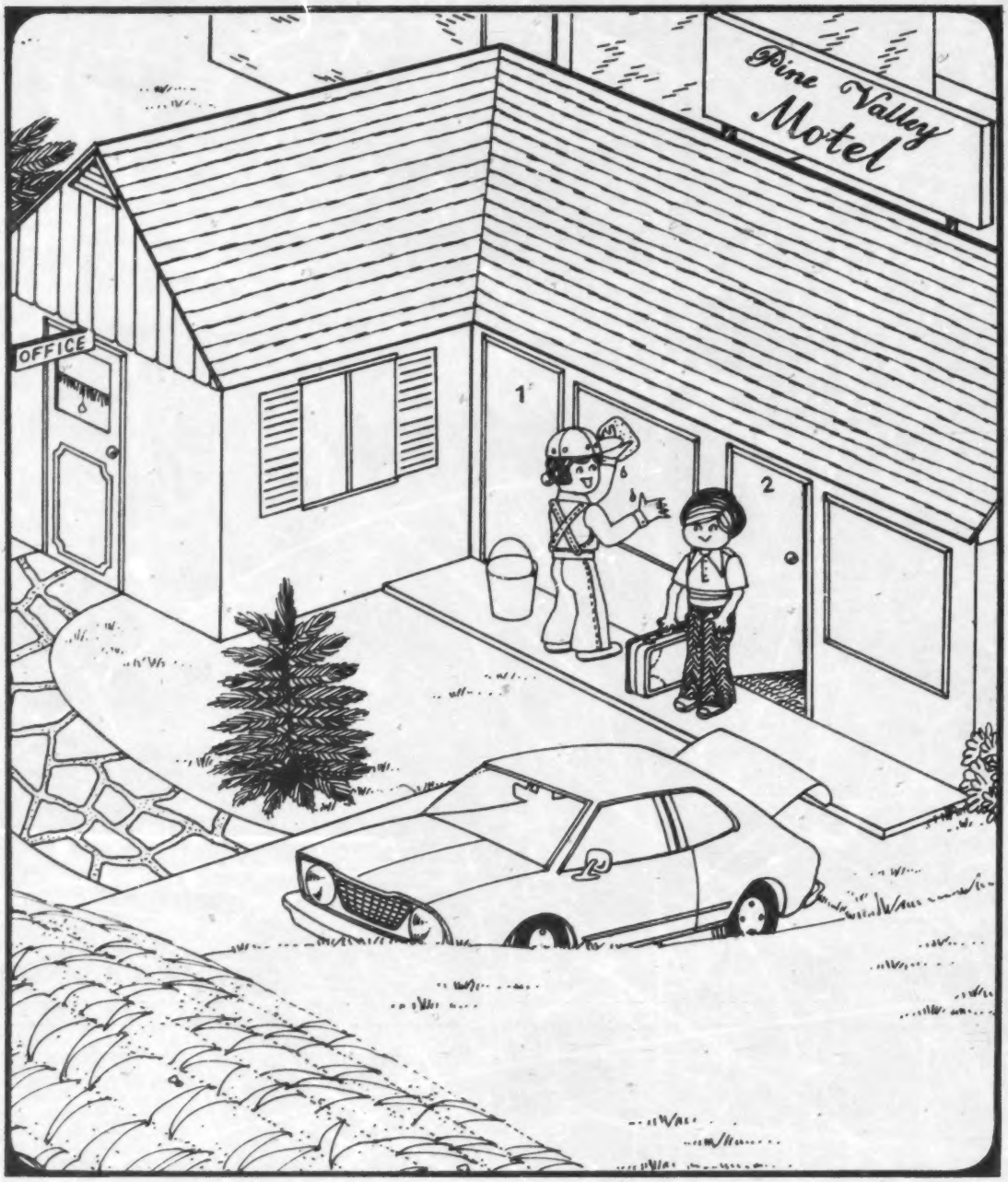
"Yes, Mr. Mackafee, and thanks again. Needlepoint? Maybe it is fun. I'll have to think about that."

DISCUSSION QUESTIONS:

1. Who owned the handcraft store?
2. Why was Josh surprised by this?
3. Why did Mr. Mackafee decide to open up the handcraft store?
4. What did Mr. Mackafee mean by "above all be an individualist"?
5. Do you think it was easy for Mr. Mackafee to decide to open up a handcraft store? Why?
6. You really enjoy doing something but your friends think it is silly. What would you do?
7. A group of your friends are doing something that you think is wrong. They ask you to join them. What would you do?

FOLLOW-UP ACTIVITIES:

1. How This Makes Me Feel - The teacher discusses with the class the idea that each person interprets things his own way. This activity will entail the class listening to a record and then each child expressing his feelings through a drawing. Each child is given a piece of drawing paper and one of the following: crayons, paints, colored pencils, etc. Each child shows and explains his picture. The children should realize that each person's picture is different. The pictures may be displayed.



FAMILIES ON THE GO

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CONCEPT: Family Mobility

PURPOSE OF LESSON: Through the story and discussion the child will be made aware of the various reasons for moving.

VOCABULARY: motel, customers, booked, reservations, trailers, guests

MATERIALS NEEDED: Master wall chart and individual charts, Rural Neighborhood.

STORY:

"Amy, do you see Ms. Meyers over there?"

"Yes, Josh, I do. And aren't the windows at her motel sparkling!"

"They sure are, Amy. Bet she's getting ready for the State Fair too, Josh."

"I wouldn't doubt it Amy, but even if there wasn't a State Fair coming Ms. Meyers always keeps her motel shining. She says she wants to keep her customers happy."

"Well hello there, Josh and Amy, and how are you today?"

"We're just fine, Ms. Meyers, and your motel is just sparkling."

"Oh thank you so much. Did you know that my motel is booked solid for the whole month?"

"Really, Ms. Meyers. It must be because you keep it so neat and clean," said Josh.

"Well I try my best but you know, Amy and Josh, I think we're also going to be having quite a lot of families visiting us at our State Fair this year."

"Really, Ms. Meyers," said Amy.

"Why do you say that?" asked Josh.

"Well, Josh, it seems that I have an awful lot of families who made reservations this year even without the State Fair

coming. It just seems as though more and more families are traveling."

"You know, Ms. Meyers, I think you're right," said Amy. "My Dad says that he sees a lot of people traveling and there are always loads of trailers in the parks here in our neighborhood."

"That's right, Amy. You know, I think I might even build a few more rooms on my motel. Got to keep up with our traveling families, you know."

"Gee, Ms. Meyers, that would be swell. Just think, Josh the more people visiting and traveling, the more home made pies Ms. Meyers will have to bake for her guests and you know what that means, Josh."

"I sure do, Amy; it means more left-overs for us."

"Speaking of leftovers," said Ms. Meyers, "does anyone feel like having some hot peach pie?"

"PEACH PIE!" yelled Amy and Josh. "We sure do!"

With that, Amy, Josh and Ms. Meyers went into the motel for a super treat.

DISCUSSION QUESTIONS:

1. Why do you think Ms. Meyers kept her motel looking so nice?
2. Was Ms. Meyers' motel going to be busier this year than in the past?
3. What was Ms. Meyers going to do to meet this change in business?
4. What was said in the story that made us think that more families are on the go?
5. Have you ever traveled with your family? Where? What did you see?
6. What have you seen in your neighborhood and on the highways that would make you think that more families are on the go?

FOLLOW-UP ACTIVITIES:

1. Draw a picture of a place that you traveled to. Tell the class about it.
2. Travel Agent - Each child cuts out a picture of a place he would like to travel to. He then makes believe that he is a travel agent and plans the trip, means of transportation, reservations, etc.